



**IMPROVING STUDENT'S VOCABULARY MASTERY
THROUGH ENGLISH NEWSPAPER ARTICLE AT EIGHTH GRADE OF
MTS AL MUNAWWARAH MEDANG DERAS**

THESIS

*Submitted to the Faculty of Tarbiyah and Teacher Training State Iskamic
University of North Sumatera Utara and Medan as Particial Fulfilment of the
Requirment of The Degree of Sarjana Pendidikan*

By:

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**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA UTARA**

2020



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Assalamualaikum, Wr.Wb.

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Judul : **Improving Student's Vocabulary Mastery Through English
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Deras**

Denganinikamimenilai skripsi tersebut dapat disetujui untuk diajukan
dalam sidang munaqasyah skripsi Fakultas Ilmu Tarbiyah dan Keguruan
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Demikian kami sampaikan atas perhatian saudara kami ucapkan
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Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri,kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sumbernya.

Apabila di kemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka gelar ijazah yang diberikan Universitas batal saya terima.

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ABSTRACT

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Thesis Title : **Improving Student's Vocabulary Mastery Through English Newspaper Article At Eight Grade Of Mts Al-Munawwarah Medang Deras**

This research was aimed to know and to describe how the English newspaper articles can improve the students' vocabulary mastery by using English newspaper articles at eighth grade of MTs Al-Munawwarah in 20120/2021 academic year. The method used in this study was Classroom Action Research (CAR). The subject of this research consisted of 30 students of VIII-1. The research conducted in two cycles, cycle I and cycly II. The data were gathered through qualitative and quantitative data. The qualitative data were gained by analysing the interview, observation result, diary notes and documentation. The quantitative data were obtained from the students' vocabulary score of pre-test, post-test I, and post-test II. The result of this research, most of the students achieved a good score at the end of every cycle. The passing grade of English lesson was 75. The mean of the pre-test was 42,66. The mean of the first cycle was 70,50. The mean of second cycle was 86,33. It was indicated that the scores and the mean in second cycle were better than the first cycle. The percentage of students who got point 75or more also grew up.. It means that there was an improving about 43,33%. The post-test of cycle II, students who got point 75or more there were 30 students (100%) and the improving was about 56,67%. For the total improving of the students' score from pre-test to post-test of cycle II was 100%. From this result, English newspaper article could improve students' vocabulary mastery.

Catchphrase. Improving, Jargon Dominance, Paper

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inspiration, uphold and for being spots to share.The last word, the analyst understood that in the composing this proposition is still a long

way from flawlessness, however it is normal that it will be helpful for

the specialist, yet additionally for the perusers. Consequently,

productive thoughtfull recommendation and pundits are invited for

flawlessness and might be helpful for us all. Aameen.Medan, 30

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CHAPTER I

INTRODUCTION

A. Background of the Study

English as an international language is used almost all over the world. In the modern area, English takes an important role as the language of communication used many sectors of life, such as trade bilateral relations, politics, science, technology and many others. In fact, people use language to express feelings, ideas, and desires. English has become a language used by many people in the connect and share with others people. Therefore people must understand and master English gain boarder knowledge, information and technology, one of which is related to English is vocabulary.

The vocabulary is needed to improve the four language skills, namely listening, speaking, reading, and writing. Without grammar, very little can be conveyed, without vocabulary *nothing* can be conveyed. When we just learn about grammar without learning vocabulary, we cannot express anything. It shows that English has a special place in the teaching of the foreign language at school, especially junior high school¹.

The vocabulary for Junior High School is the students are expected to be able to understand and communicate with others in English. According to English Subject Syllabus in the Curriculum 2013 for standard competence of English for junior high school stated that the students are expected to be able to understand, to communicate, and comprehend the meaning in transactional, interpersonal, and functional text or dialogue in daily life. Students are hoped to be able to access current and popular knowledge while teaching material based on genres, such as; descriptive, recount, narrative, procedure, and information report.²

¹ Jim Scrivener, (2013), *Learning Teaching*, English: Heinemann Publishers Oxford, p. 74.

²KementrianPendidikandanKebudayaan, (2017), *Sillabus Mata PelajaranBahasaInggris SMP/MTS*, Jakarta, p.4

However, in the reality, based on researcher's observation at the Eighth Grade students of SMP Muhammadiyah 1 Medan, the researcher found out some problems in the students' vocabulary mastery. First, the students' interest in learning vocabulary is very low because according to them it is very difficult to memorize it, especially in verbs and nouns the students always forget the meaning of the words. Second, most of students do not know the meaning of words that is said by the teacher. Then, when the researcher asked students to write down some of vocabulary that they've already known without seeing dictionary, they written only two until five words. They also have limited vocabulary to comprehend the meaning of the text. The important thing that researcher know that the knowledge of students' vocabulary is limited. By having a limited vocabulary, the students will find difficulties in mastering English skill.

From this case, the researcher can conclude that there are some factors appear of this research. First, the students are less interested in learning new vocabulary. Students are lazy to learn and add the number of vocabulary, and they only learn from the text book. So the students' vocabularies are not increasing and not develop. Second, the English teacher used the conventional method in teaching. Teacher taught students by giving the explanation and then asked the students to do some exercise and it happened repeatedly. Third, the learning facilities are inadequate, such as the dictionary and the medium of learning. Students are seldom to bring dictionary to learn vocabulary, unfortunately the school not provide the dictionary for students, so they can't learn optimally and teacher is not creative in giving the medium for teaching vocabulary.

Media is one of many important things in teaching learning process. Media can help the teacher in delivering the materials to the students in order that they can understand the material easily. Southerland says that Elementary teachers often use multiple strategies and interesting media in their classrooms, whereas junior high school teachers often limit themselves to traditional instructional methods and limited media. The teacher should gain their attention and then it is a must to get their interest because the students in this age are easily bored.³Based

³ L. Southerland, (2011), *The Effects of Using Interactive Word Walls to Teach Vocabulary to Middle School Students*, Florida: UNF Digital Common, p. 1.

on explanation above, the researcher chooses that English newspaper articles as media to attract students' attention in learning English vocabulary.

So, based on the reason above, the researcher is interested in conducting aresearch with the title, **“IMPROVING THE STUDENTS’ VOCABULARY MASTERY THROUGH ENGLISH NEWSPAPER ARTICLES AT EIGHTH GRADE OF MTS AL - MUNAWWARAH”**.

B. Identification of the Problems

Based on the background of the study, the identification of the problem as follows:

1. The students are not interesting in studying English, because the media that used by the teacher less attract the students in learning English. .
2. Most of students do not know the meaning of the words, because they have limited vocabulary especially in content words category.

C. Research Question

Based on the background above, the researcher would like to formulate the problem of the research in the following question:

1. Do English newspaper articles can improve the students' vocabulary mastery?
2. How do English newspaper articles improve the students' vocabulary mastery?

D. Purpose of the Study

Related to the formulation of the study, the purposes of the study are:

1. To know the English newspaper articles can improve the students' vocabulary mastery.
2. To describe how English newspaper articles improve the students' vocabulary mastery.

E. Significances of the Study

The result of the study is expected to be useful:

1. Information for English teacher to improve the students' vocabulary mastery by using English newspaper articles.
2. It will be useful for the students to increase their vocabularies and give motivation in learning English process.

F. Limitations of the Study

In this research focus on students' vocabulary mastery through English newspaper articles especially by using *The Jakarta Post Newspaper* in teaching vocabulary in content words: noun, verb and synonym. Furthermore, this research conducted by classroom action research.

CHAPTER II

LITERATURE REVIEW

A. Defenition Vocabulary

In this part, the scientist presents the survey of the connected speculations. In directing an examination, hypotheses are expected to clarify some idea or term applied in research concerned. A few terms are utilized in this investigation and they should be hypothetically clarified.

1. Definition of Vocabulary

Building a wide ⁴vocabulary is a significant portion of language learning. As per American Heritage Dictionary characterizes jargon as the total of words utilized by, comprehended by, or at the order of a specific individual or gathering. In the interim, jargon is characterized as a huge quantities of words that the understudies need to know; retaining the type of the words as well as comprehend the significance.

As indicated by Hiebert and Kamil , jargon can be conventionally characterized as information on words or word meaning. Moreover, Barnhart additionally statedvocabulary as a load of words utilized by individual, class of individuals, calling, and an assortment of rundown of words, typically in sequential request and characterized.

Also, In Oxford Advanced Learner's Dictionary, jargon characterizes as follow: all words that an individual knows or uses; all words inparticular a language; the word that individuals use when they are discussing a

⁴ John J. Pikulski and Shane Templeton, (2004), *Teaching and Developing Vocabulary: Key to Long-Term Reading Success*, USA: Houghton Mifflin Company, p.1.

⁴ Hani sutrisna, (2012), *Vocabulary for Daily Conversation*, Yogyakarta: Kawah Media, p.2.

⁴ Hiebert and Kamil, (2005), *Teaching and Learning Vocabulary: Bringing Research to Practice*, New Jersey: Lawrence Erlbaum Associate, p.3.

⁴ Cynthia A. Barnhart, (2008), *The facts on file student's dictionary of American English*, p.697.

specific subject; a rundown of words with their implications, particularly in a book for learning an unknown dialect. .

From the definitions above, it very well may be ⁵reasoned that vocabulary is a rundown of word that have meaning and can be perceived by somebody that it can used to speak with others. A superior comprehension of the jargon, it would create a superior comprehension in correspondence and understand importance of the text.

2. The Types of Vocabulary

Lehr and Osborn clarify two sorts of jargon depiction as follows:

1. First, a word has two structures, oral and print.
 - a. Oral jargon incorporates the words that are perceived and utilized in tuning in and talking.
 - b. Print jargon incorporates the words that are perceived and utilized in perusing and composing.
2. Second, word information is made out of two structures, responsive and beneficial.
 - a. Receptive Vocabulary incorporates words that are perceived when we hear or see them. It is the capacity to understand uninvolved jargon which is utilized in perusing and listening setting.
 - b. Productive jargon incorporates words that are perceived when we talk or compose. It is a functioning capacity which is utilized in talking or composing. Comparable to sorts of jargon, as per Finocchiaro in Hiebert and Kamil , The sorts of jargon separated into two sorts:

^{5 5} A.S. Hornby, (2000), *Oxford Advanced Learner's Dictionary*, Oxford: Oxford University Press, p.1506

⁵ Masoumeh Rostami and Siros Izadpanah, (2017), *The Study of Vocabulary Awareness Effect on Intermediate Language Learners' Depth of Vocabulary Knowledge in Genuine Persian Text*. International Journal of English Linguistics. Vol.7. No. 1, p. 187.

1) Active Vocabulary

Dynamic jargon comprises of words which understudies comprehend, can articulate effectively and use productively in talking and composing.

2) Passive Vocabulary

The aloof vocabularies comprises of words those understudies ⁶perceive and comprehend when they happen in a specific circumstance and they never utilize then in correspondence. They comprehend them when they hear or read them, yet they don't utilize them in talking or composing. While, in view of Judy K. Montgomery's book: *The Bridge of Vocabulary* stated that there are 4 sorts of jargon:

1. Listening Vocabulary

Listening jargon is a detached kind of jargon. Listening jargon is the words we hear and comprehend. The audience can connect the words being verbally expressed their importance. This degree of comprehension is helped by word setting, pitch, and if there is visual contact with the speaker, by motions and outward appearances. When we arrive at adulthood, the vast majority of us will perceive and see near 50,000 words.

2. Speaking Vocabulary

Speaking vocabulary is the words we use when we talk. Speaking Vocabulary is one sorts of jargon that shows an individual's information on words. Our talking jargon is generally restricted: Most grown-ups utilize a simple 5,000 to 10,000 words for every one of their discussions and guidelines.

^{6 6} Hiebert and Kamil, Op.Cit. p.167-169.

⁶ Judy K., (2007), *The Bridge of Vocabulary*. Retrieved on April 1st 2018 from (www.srsdeaf.org), 23:42 p.m.

3. Reading Vocabulary

Reading Vocabulary is an inactive kind of jargon. Perusing Vocabulary is the words we comprehend when we read text. We can peruse and comprehend numerous words that we don't use in our talking jargon. The individual can perceive the structure the letters and how they can compare to each other, and how their entirety is perceived.

4. Writing Vocabulary

Writing Vocabulary is the dynamic vocabulary comparable to perusing. ⁷The author exhibits their insight into a word regarding its importance and how to spell it and use it accurately. Our composing jargon is firmly affected by the words we can spell.

Words fall into two very classifications: content words and capacity words:

1. First classification is content words fall into the significant grammatical feature, including things, action words, descriptors, qualifiers, and a few pronouns.
2. Second classification is work words fall into the minor grammatical feature, including relational word, combination, addition, particles, helper, articles, demonstratives and a few verb modifiers and pronouns. In light of the announcement above we can reason that sort of vocabulary can be isolated into two classes they are work words and substance words.

In view of clarification above it very well may be presume that jargon comes into oral and print structures; oral structure alludes to words utilized and perceived in talking and tuning in, and print structure alludes to all words perceived in perusing and composing. Likewise, realizing a word comes into two sorts: open (tuning in and perusing) and profitable (talking and composing). The last, jargon isolated into two classifications s as follows; work words and substance words.

^{7 7} Laurel J. Brinton, (2000), *The Structure of Modern English: A Linguistic Introduction*, Volume 1, Amsterdam: John Benjamins Publishing Company, p. 118.

3. The Importance of Vocabulary

Vocabulary is the main component that the English students ought to learn so as to ace English well other than the other English parts and abilities. It implies that jargon is a fundamental element for all correspondence. The understudies understand the significance of jargon when learning dialects, yet most understudies inactively learn jargon. To start with, they think about the educator's clarification of comprehension or definition, elocution, spelling and syntactic capacities to be exhausting. Second, the understudies generally possibly get new jargon in their course books or while during English class. At that point, the absence of English vocabularies claimed by the understudies; particularly the scholarly topic, countless understudies don't comprehend the oral or/and composed English content in doing association. Thus, Learning jargon is probably going to be perhaps the greatest test that understudy will look in their investigations.

As per David ⁸Wilkins in Thornbury expressed that without sentence structure almost no can be passed on, without jargon nothing can be passed on. It shows that learning jargon is significant. With jargon everybody can say anything they need, yet sentence structure individuals simply state easily overlooked detail since they express with words not punctuation.

One can't become familiar with a language without learning jargon. There are two reasons why we ought to learn jargon; first, we need others to comprehend what we are addressing them and we likewise need to realize what others need to impart to us. Second, we don't need that there will be miss translation and misconception in our correspondence. In this way, without jargon, the language can't be utilized to keep up all data in language. Individuals can't convey viably or express his thoughts in both oral and composed structure.

⁸ ⁸ Scoot Thornbury, (2002), *How to Teach Vocabulary*, Harlow: Pearson Education Ltd, p. 13

As per Coles, learning jargon assembles education aptitudes and sets them up for their scholarly excursion. It implies that an understudy with high jargon dominance will be better ready to adhere to guidelines from educator. They also more confident in communicating, and will have the capacity to convey all the more viably in a conversational setting.

Then, Bintz states that jargon is fundamentally significant in light of the fact that a word is an instrument for contemplating the importance which it communicating. At that point, jargon additionally is a principle of the language. . In view of proclamation, to help the speaker's cooperation in correspondence, jargon becomes significant in light of the fact that it tends to be utilized as essential establishment to build a word into a decent succession of sentence. By learning jargon, we can speak with others and pass on our importance.

Besides, as indicated by Graves expressed that the significance of jargon as following:

- (1) Vocabulary information is perhaps the best marker of verbal capacity;
- (2) Vocabulary information adds to small kids' phonological mindfulness, which thus adds to their promise acknowledgment;
- (3) Vocabulary information in kindergarten and first grade is a huge indicator of perusing appreciation in the center and auxiliary evaluations;
- (4) Vocabulary trouble firmly impacts the intelligibility of the content;
- (5) Teaching jargon can improve perusing perception for both local English Speakers;
- (6) Growing up in destitution can truly limit the jargon youngsters learn prior to starting school and make accomplishing a satisfactory jargon a difficult undertaking;
- (7) Disadvantage understudies are probably going to have considerably more modest vocabularies than their more favorable position colleagues;
- (8) Learning English jargon is one of the most pivotal errands for English students;

(9) Lack of jargon can be a vital hidden the school disappointment of weakness understudies.

From expalantion above, vocabulary authority ⁹underpins the dominance of the four abilities which are tuning in, talking, perusing and composing. Jargon authority additionally impacts the understudies' learning cycle. Hence, the understudies ought to need to get jargon authority. Jargon is the simplest angle at a subsequent language to learn and it barely requires formal consideration in the study hall.

All in all, understudies additionally need the jargon in the learning cycle, since they use it for some sorts of learning movement. For example, the understudies who need to pass on their assessment about equivalent, so they need to communicate their thoughts through the sentences. At the point when they have a discussion with an outsider.

4.Vocabulary Mastery

Authority alludes to having incredible ability at something or absolute strength over something. As per Webster, authority alludes to (1) a. the authority of an ace: domain, b. the advantage in a challenge or rivalry; prevalence, command and (2) a. ownership or show or extraordinary aptitude or strategy, b. aptitude or information that makes one ace of a subject remark.

As indicated by Longman, the word 'acing' is gotten from the word 'ace', which implies that to get gifted or capable in the utilization of. Authority is finished control or control over a person or thing; through comprehension

⁹ ⁹ Jonathan Sarwono and Yudhi Purwanto. (2013), *English for Academic Purposes: A Successful Way to Learn Scientific English*. Yogyakarta: Andi Offset. p. 191

⁹ Bobby Coles. (2010). *Writing Level Star*. Available at: <http://www.helium.com/items/1927657-vocabulary-learningvocabulary> [accessed 3rd April 2018]

⁹ Bintz, W.P., (2011), *Teaching Vocabulary across the Curriculum*, Middle School Journal.<http://littoolkit.pbworks.com/> [accessed 1st April 2018]

⁹ James Coady and Thomas Huckin, (2003), *Second Language Vocabulary Acquisition: A Rationale for Pedagogy*, New York: Cambridge University Press, p. 5.

or on the other hand extraordinary ability.

Vocabulary dominance isn't just knowing the words and its importance, yet additionally thinking about how the words sound and how the words are utilized in the unique situation. Acing jargon implies having total information on a bunch of words that are utilized by an individual. By acing countless words, the understudies' had the option to make the basic sentences effectively and make thing expression or straightforward vocabulary development.

As indicated by Butterfield, dominance implies the abilities or information in a subject that makes one ace it well. Besides, dominance learning is a logically dependent on way to deal with plan of study hall conditions that is as of now making discussion in the instructive innovative work network. Along these lines, authority is connected one's capacity, expertise, information, capability, getting limit.

¹⁰Vocabulary dominance can be characterized as various jargon (words) in a language which contains data about its importance, structure, and utilization in setting of correspondence. It is the essential information that understudies should ace first prior to acing English. As indicated by Read, the term of jargon information alludes to knowing the word implications then the word ought to be like equivalent, word reference, or a comparable word in students' language. Along these lines, Vocabulary authority isn't just knowing the words and its implications, yet in addition thinking about how the words sound and how the words are utilized in the specific situation.

In view of clarification above, jargon dominance is skill to know words and importance. The understudies are would have liked to realize the words as well as their significance. It is the obligation of the instructor to choose with what words are reasonable to be educated to the understudies, so the understudies will learn all the more without any problem.

¹⁰ ¹⁰ Laurel J. Brinton, (2000), *The Structure of Modern English: A Linguistic Introduction*, Volume 1, Amsterdam: John Benjamins Publishing Company, p. 118.

Allah SWT has given us capacity to do everything at any point to convey particularly in creating jargon. He says the words in Qur'an Surah Al-Baqarah in the 31-33th stanza:

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ
هَٰؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ ﴿٣١﴾ قَالُوا سُبْحَانَكَ لَا عِلْمَ لَنَا إِلَّا مَا عَلَّمْتَنَا
إِنَّكَ أَنْتَ الْعَلِيمُ الْحَكِيمُ ﴿٣٢﴾ قَالَ يَتَذَكَّرُ أُنْبِيَائُهُمْ بِأَسْمَائِهِمْ فَلَمَّا أَنْبَأَهُمْ
بِأَسْمَائِهِمْ قَالَ أَلَمْ أَقُلْ لَكُمْ إِنِّي أَعْلَمُ الْغَيْبِ السَّمَوَاتِ وَالْأَرْضِ وَأَعْلَمُ مَا
تُبْدُونَ وَمَا كُنْتُمْ تَكْتُمُونَ ﴿٣٣﴾

The meaning: (31) “And He taught Adam the names - all of them. Then He showed them to the angels and said, "Inform Me of the names of these, if you are truthful. (32) They said, "Exalted are You; we have no knowledge except what You have taught us. Indeed, it is You who is the Knowing, the Wise. (33) He said, "O Adam, inform them of their names." And when he had informed them of their names, He said, "Did I not tell you that I know the unseen [aspects] of the heavens and the earth? And I know what you reveal and what you have concealed.”¹¹

From this abstain, we understand that everybody must know all the things in this world. By knowing the statements of things, we can get a huge load of data. It will in general be seen from the educating cycle that is given by Allah Almighty to Adam for tutoring measure at first. Since, the principle the refrain shows that Allah made Adam without knowing anything. By then, Allah demonstrated him (Adam) about the names of the thing to have data. Allah SWT

¹¹ Abdullah Yusuf Ali, (2014), *English Translation of Al-Qur'an*, www.alqur'an/EnglishTranslate, accessed on April 3, 2018 14.00 p.m.

furthermore has orchestrated man the ability to get down on words from names of the things. It is reality that man can bestow well if he know the names of something. By then, a man who have a little language, they will hard to appreciate the language. So understudies must expert the language in learning English as uknow dialect.

B. English Newspaper Articles

1. Definition of English Newspaper Articles

English Newspaper is one of printed media other than magazines. Paper present current issues which are happening as of now. By perusing English papers article, the understudies can accumulate data on changed subjects including social-political-business issues, sports, amusement, craftsmanship, culture, music, instruction and so forth It is likewise are prepared by banners, graphs, outlines and photographs which could to stand out for students, particularly learning English jargon in paper articles.

As indicated by Oxford Advanced Learner's word reference, ¹²paper is a printed distribution showing up day by day or week by week and containing, an article on different subjects. Then, The Australian Newspaper Plan libraries have embraced the accompanying meaning of a paper is a sequential distribution which contains news on recent developments of unique or general interest.

From the clarifications above, it very well may be reason that English Newspaper Article is printed distribution comprise of specific theme or issue inside it, for example, social-political-business issues, sports, amusement, workmanship, culture, music, instruction or ongoing news happen on the planet which are distributed every day or week after week. Paper is one of the broadly utilized materials to learn and show English language. It presents the contemporary utilization of language. In this way, it very well may be abused from various perspectives to improve understudies' relational abilities particularly.

¹² A.S. Hornby, 2000, *Oxford Advanced Learner's Dictionary*, Oxford: Oxford University Press, p.782

¹²National Library of Australia.What is Newspaper?,<https://www.nla.gov.au>, accessed on April 1, 2018 22:30 p.m.

2. The Procedure of Teaching Vocabulary through English Newspaper Articles

Vocabulary is a higher priority than punctuation practice, since words convey the importance. The more words you know, the better you will have the option to communicate. By having a great deal of vocabularies, we can improve our English.

English paper articles as one of media to assist the understudies with having a ton of information about jargon and it helps a lot in progress of the four language abilities of the understudy.

The methods of showing jargon through English paper articles are:

1. Teacher informs the material concerning thing and action vocabulary.
2. Teacher utilize English paper article as media in instructing vocabulary.
3. Teacher partitions the class into certain gatherings and gives each gathering an English paper article with various theme, for example, instruction, sport, business food, catastrophe, flood, and so forth.
4. Teacher requests that understudies search or to discover new words associated with their subject from English paper article and the significance until 6-12 words in a gathering. Understudies likewise need to discover the equivalent of the words by utilizing word reference.
5. Each gathering must compose the word in a paperboard with innovativeness of each gathering, so it can pull in the understudies to peruse or to remember words.
6. understudies likewise should recognize the words whether action word or thing.
7. After completion, each gathering need to introduction the consequence of their work bunch conversation before the class. At that point, each gathering likewise compose the troublesome words from different gatherings. It reason so as to every understudy have numerous variety of vocabularies and can advance their jargon as well.

8. Teacher solicits all from understudies to remember 10-15 words in a day. It implies that by having a ton of words or supply of vocabularies is truly valuable for the understudies or speakers while they are talking since it will assist their familiarity with communicating their thoughts, emotions, and sentiments.

English Newspaper article is one of the way that can be utilized by instructor in advancing understudies' jargon. English papers a fantastic true material to be utilized in the English language instructing. Papers, particularly the famous papers, offer abundant wellsprings of fascinating articles which are accessible for nothing out of pocket and the more significant level of such messages speaks to an energizing test for the understudies. Along these lines, it very well may be reason that from English paper article the understudy took in some new words, taken in some new figures of speech associated with the theme, for example, instruction, sport, business food, calamity, and so forth

3. The Advantages of Using English Newspaper Article in Improvement Vocabulary

The Newspaper are respected one of the most solid, effectively accessible, more affordable and successful wellsprings of sharing data and information. A paper likewise can be utilized as the reason for broad practice in the four language abilities.

English news story in the paper can assist you with learning numerous new vocabularies.¹³ Publication area is one of the most prescribed presents on read since it typically contains a genuinely troublesome jargon. Additionally, English papers enables the understudies in the homeroom and they to can likewise be urged to improve their jargon, syntax and thinking abilities as customary perusing of papers and can give them an occasion to communicate and trade their thoughts on a wide assortment of issues.

¹³ ¹³ Shivender Rahul, (2016), *Role Of Newspapers In Learning English Language: A Linguistic Study*, India: International Journal Of English Language, Literature And Translation Studies (IJELR), Vol. 3. Issue 1 Jagran Lakecity University Bhopal, p. 484.

The utilization of English papers in the study hall in ordinary premise will teach numerous smart thoughts and propensity for getting a handle on jargon unexpectedly. Some significant uses are learning a great deal of jargon, speed up, cycle of learning gets imaginative and intriguing, offers a wide assortment of data in all social statuses, cost canny, create composing and listening abilities, learning syntactic structures, learning sly words and developments, and utilization of expressions, phrases and numerous new inventive developments.

Agreeing Hwang and Nation papers are frequently utilized in perusing classes so as to create understanding abilities and create jargon information. There are a few purposes behind this. Right off the bat, papers are effectively and cheaply available in printed version or on the web. Besides, papers are valid materials that are usually perused by all. Thirdly, they give a wide decision of fascinating themes from which instructors or students can pick understanding writings. At last, perusing papers is viewed as not just a decent method of investigating old jargon adapted yet in addition of taking in new jargon from setting.

As per Paul Sanderson, there are various solid contentions or focal points for utilizing paper as showing material jargon:

a. Varieties of English

Papers contain a wide assortment of text types and language styles not handily found in customary language-learning materials (for example general course books), and understudies need to get comfortable with such language structures.

Papers give a characteristic wellspring of huge numbers of the assortments of composed English that become progressively critical to understudies and important for language concentrate as they progress.

It implies that, English paper has a significant part in improving the understudies' jargon, so they have more profitable jargon information and furthermore can build up their very own jargon. Along these lines, they won't stall out when they read, compose, tune in and talk.

b. Reader Interest

The huge assortment of topic in papers, implies that any one paper wills perpetual quality contain something of significant worth or worry to each peruser. ¹⁴This makes them intriguing and rousing for understudies to work with. paper report genuine functions and this stimulates our characteristic interest in our general surroundings and our kindred individuals. It tends to be reason that English paper is a fascinating perusing since it comprises of assortment of topic that can expand the readers' interest.

c. Authentic Materials

Papers are a priceless wellspring of genuine materials, and their utilization in the objective language study hall is particularly with regards to current reasoning and practice in educating instructional method. Undoubtedly, for some understudies, the capacity to peruse and comprehend English-language papers for work purposes speaks to an undeniable and unmistakable objective to focus on. Utilizing paper materials in the study hall will likewise be especially useful for those understudies who may go to live or work in the objective language network. It very well may be said that utilizing English paper materials in the study hall will likewise be especially useful for those understudies who may go to live or work in the objective language network since understudies have familiar with talk or think as English individuals.

d. Teaching Materials

English language papers are promptly accessible in many nations all through world, and there is a steady, on-going flexibly which is recharged with new substance consistently. Accordingly, they give

¹⁴ ¹⁴ V Rajasekaran, (2015), *The Effect of Reading-Based Activities in Enhancing Vocabulary*, India: School of Social Sciences and Languages VIT University - Chennai Campus Tamilnadu p.264.

¹⁴ Khoirul Umam, (2010), *Improving The Students' Vocabulary Mastery with The Jakarta Newspaper Articles*, Jakarta: Department of English Education State Islamic University Syarif Hidayatullah, p.15.

language educators a boundless gracefulness of showing materials which can be utilized to build up their understudies' language abilities. It implies that, close to course books, educators can utilize English paper as instructing materials to build up their understudies' jargon abilities.

4. The Disadvantages of Using English Newspaper Article in Improvement Vocabulary

There are a few drawbacks of utilizing papers as showing material jargon:

1. Using genuine materials, for example, English paper article with frail students disappoint and de-thought process them, since they come up short on the necessary aptitudes and jargon to manage the introduced text effectively.
2. Words that are redundant and new articulation will in general be evaded.
3. The material should be appropriately chosen. Material will be somewhat troublesome or more the understudies' level, it must be here and there readied, improved and that truly can be tedious.
4. News detailing language in quest for changing and developing jargon utilizes different methods, for example, consolidating unfamiliar words, new coinages and different variations, which may be for language students a major boundary to adapt to such messages.
5. The most troublesome boundary to defeat is the style of paper composing, data stuffed sentences, new jargon and uncommon maxims. It is the instructor's head aptitude to utilize papers well and advantage from them.

C. Conceptual Framework

Vocabulary is one the important thing that must be aced by the understudies. It¹⁵ is one of components or establishment in dialect learning to make strides students' lexicon authority and it has ended up need in instruction. In expansion, students' lexicon dominance scholastically is required dialect learning, since it is basic to be effectively in perusing, tuning in, talking, and composing.

Many understudies still discover troubles to tune in, to talk, to compose, and to studied since students' lexicon are exceptionally constrained. So, they will move forward their vocabularies, and one of the ways to unravel this issue in educating vocabularies by utilizing English Daily paper Articles.

English daily paper is considered to be not as it were a great way of looking into ancient lexicon learned but too of learning unused lexicon from setting. English daily paper article is one of the media in instructing lexicon to the understudies. They need vocabularies to be more curiously and more practical. It'll make the understudies fascinated by.

D. Related Study

There are a few past investigations that are applicable to this examination, to be specific; The main important examination was done by Khoirul Umam with the title Improving Students' Vocabulary Mastery with a Thesis in The Jakarta Post Newspaper Articles in 2020. Analysts in their exploration utilized exploratory techniques. The motivation behind this investigation is to discover observational proof whether there is a critical impact between the utilization of The Jakarta Post Newspaper Article on understudies' jargon authority. The outcomes indicated that encouraging English jargon utilizing the Jakarta Post paper article significantly affected improving understudies' jargon authority.

The second examination which has importance to this exploration was led by WestiAmaliyah (2008); Teaching jargon by English Newspaper Articles. Specialists in their exploration utilized enlightening subjective techniques. In light of these discoveries, it tends to be inferred that paper articles in English can

^{15 15} Erika Jirousova, (2015), *Using Newspaper to Teach English Grammar and Vocabulary*, Brno: Department of English Language and Literature of Masaryk University Brno. p.14.

improve jargon dominance of evaluation VII understudies at SMA 87 South Jakarta. Shows the degree to which the jargon dominance of the subjects under examination is accomplished when they are encouraged utilizing English paper articles. As such, English paper articles can altogether improve understudies' jargon authority.

The third examination was directed by Raju Ahmmed, entitled The Effectiveness of Reading English Newspapers to Improve the Vocabulary and Reading Skills of Dhaka University Students as his proposal in 2016. The examination was directed at the University of Dhaka, Bangladesh. The motivation behind this examination paper is to discover how English papers improve jargon and perusing aptitudes of understudies at Dhaka University. The examination was directed on thirty understudies utilizing a poll. The outcomes indicated that with English papers understudies could get some answers concerning their nation and furthermore about the world. Once more, perusing English papers expands the understudies' viewpoint and improves their insight. Moreover, English papers are exceptionally useful for learning new words, saying expressions and sentence structure. It additionally encourages them to figure out how to comprehend the significance of sentences. So, English papers assist understudies with turning out to be better students.

E. Hypothesis

The theory of the outcome study is figured as follows: The understudies' jargon dominance can be improved through English paper articles.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The exploration plan of this examination was a Classroom Action Research (CAR). A Classroom Action Research was picking in light of the fact that the issue originates from instructing and learning in the class. As per Prendergast in Arifin saying that Classroom Action Research is an office for the instructors to reflect and act efficiently to change the way toward educating.

Suharsimi clarifies ¹⁶Class Action Research through the consolidated meanings of three words, Research, Action and Class. The significance of each word as follow: 1) Research is a movement to watch an item by utilizing strategy and explicit to get information or data in tackling an issue. 2) Action is deliberate action with the particular reason, the activity execute in an arrangement cycle. 3) Class is a gathering of understudies in the class, the understudies study in limit region as well as in other spot, for example, research facility, study visit, and so on The objective of Classroom Action Research is to improve your own educating in your own study hall, office, or school.

Moreover, Hopkins in Wiriadmadja gives the definition that Classroom Action Research is an examination that consolidates research technique with considerable activity, implies that an activity was finished by utilizing discipline request or a push to comprehend what's happening with it and include during the time spent reparation and change.

In light of the meaning of Classroom Action Research served by certain specialists, the scientist comes at determination that CAR is a sort of exploration whose plan to take care of the issue of instructing and learning experienced by a specific study hall.

B. Research Setting

This examination will be directed in MTS AL-MUNAWWARH. It is picked on the grounds that dependent on the unstructured meeting result with the English instructor, the understudies had the most reduced accomplishment in English test particularly in jargon. The understudies were languid to add number

¹⁶ ¹⁶ Zainal Arifin, (2011), *Penelitian Pendidikan Metode dan Paradigma Baru*, Bandung: PT Remaja Rosda Karya, p.96.

¹⁶ Suharsimi Arikunto, (2007), *Penelitian Tindakan Kelas*, Jakarta: Bumi Aksara, p. 2-3.

and retain the words. That is the reason they need some media to stand out for students and rouse in improving their English scores by improving understudies' jargon. Moreover, this media likewise has never been done in this school.

The subjects or member of this examination were the eight evaluation understudies of MTS AL MUNWWARAH in scholarly 2019/2020 of 30 understudies. The specialist took VIII-1 as the subject of the scientist on the grounds that dependent on the meeting with English instructor that in this class actually low in English subject particularly in vocabulary.

C. Data Collection

Information assortment strategy was composed report seeing the particular technique to be utilized to assemble the assessment data or information. To get a total information and conceivable substantial, the specialist utilized a few instruments to support her. In this examination, the information is gather by utilizing subjective and quantitative information.

1. Qualitative

The subjective information portrayed the circumstance and condition during showing learning measure. In the subjective information, the analyst utilized perception sheet, meeting, and journal notes.

a. Observation

Perception intended to gathered the data about the circumstance and state of the learning cycle. For this situation, Observation is the way toward gathering information it is seen as the reasonable procedure to gather the information about the way toward instructing and learning in Classroom Action Research. There are two sorts of perception sheet, for the educator's action and for the understudy's action.

At the point when the perception happens, the analyst gathered the information of the educating and learning measure. It was drawn of perception sheet when the instructor participated in class. The method of filling the perception sheet is by giving the check list mark in the section of answer. There are two decisions, yes and no. The onlooker offers hint in yes or no when appropriate with perception. The type of perception sheet can be found in the reference section 2a and 2b.

b. Interview

The scientist would be met the instructor to get some data, for example, the troubles experienced by the educator in showing jargon during the class, the techniques that offered by the educator to fathom understudies' challenges to ¹⁷improving understudies' jargon, things that can upset the educating and learning measure. The aftereffect of this meeting is to know the educator and understudies issues that looked in showing learning measure, for example, for the instructor; what are the challenges experienced by the instructor in showing jargon during the class, the methodologies that offered by the educator to fathom understudies' troubles in jargon learning, things that can upset the educating and learning measure, and so forth For the understudies; what were the troubles looked in jargon learning, their vibe in the educator's technique and the their conclusion about the execution of English paper articles to improve understudies' jargon dominance, and so forth

c. Diary Notes

Journal notes are the day by day notes during the homeroom activity research measure. The capacity of the dairy notes to made simple the analyst to know improvement of understudies' jargon authority. From the dairy notes, it was discovered that the understudies were delighted in, dynamic, and eagerness during the showing learning measure. It could be reasoned that CAR exercises were well and organized.

d. Documentation

Documentation used to show the educating and learning process by utilizing the photo. The specialist snaps the photo when they were studying. It can show them that are not kidding or not when getting the hang of and teaching cycle and record in this exploration

^{17 17 17} Ibid, p. 150

2.Quantitative

a.Test

Test is set of inquiry or practices or other instrument is utilized to gauge ability, information, clever, and fitness of an individual or a gathering. It implies that test was a strategy for estimating an individual's capacity or information in a given space. Test was an instrument to gauge the understudies' accomplishment.

In quantitative information, it was direct by spelling quiz. There are two sorts of test would be given by specialist to the understudies. The test would be partitioned into pre-test and post-test. The pre-test would be given to the understudies prior to actualizing English paper article as media in learning jargon.

It is to quantify understudies' jargon authority from the start. Then, the post-test would be given in the wake of treating the understudies by utilizing English paper article as media in learning jargon. The test is hung on the finish of each cycle.

In this examination, the test comprises of 20 things in type of numerous decisions for each test. The test would be given to the understudies in the class and they have 30 minutes to completed the test, the specialist would give work sheet to the understudies and they will pick the most appropriate answer by give a circle or the transversely to the choices that have been accessible. The test would make by analyst from English paper articles that can be found in addendum 5, 6, and 7. The test was direct so as to see the improving understudies' jargon authority identified with the subject they had learned.

D. Data Analysis

The researcher utilizes the subjective and quantitative information as the procedure of examination information. ¹⁸The subjective information will used to depict the circumstance during the educating and learning measure. As per Miles and Huberman, the subjective information examination comprise of three

^{18 18} Ibid, p. 150

segments, for example, information decrease, information show, and end drawing. Those can be clarified as follows:

1. Data Reduction

Information decrease is the way toward choosing, centering improving, abstracting, and changing the information that show up in reviewed field notes or records. It implies that the scientist had been lessening the information previously, during and in the wake of gathering the information just as examination the information. The information decreased in this investigation were information found in the meeting record.

2. Data Display

The subsequent stage in investigation the information is information show. It is a composed, compacted get together of data that licenses end drawing and activity. By showing the information, the specialist will straightforward and to investigate what will occur with the information introduced. In this examination, the analyst will utilize exposition in showing the information, since it is most regular information show will be utilized in subjective exploration.

3. Conclusion drawing and check

The last advance of investigation is reach inference and check. From the beginning of the information assortment, the subjective examination is starting to choose what things mean isn't anything guidelines, designs, clarification, conceivable setup, easygoing streams and relational word. The end in subjective examination was another disclosure that can be an answer of the exploration issue. The end was from depiction of the object of this examination. At long last, in this progression the scientist will get the outcome and finish of the exploration.

In light of the three parts over, the specialist utilizes end drawing and confirmation as segment to examine the subjective information in this examination.

While, the quantitative information is utilized to dissect the score of the understudies; the scientist watches their exercises by utilizing English paper article that will be given to the understudy. Quantitative information is

comprehensively used to portray what can be measure or check and scientist likewise would know there is improvement or not on the understudies' jargon authority through English paper articles.

To assess the understudies' improvement in jargon, the scientist will give 20 things as numerous decisions, and the understudies will reply by pick which the right answer.

In scoring spelling quiz, it is resolved that the going from 0-100 by bookkeeping the right answer. The right answer is offered 5 while some unacceptable response is given 0 and by applying this recipe

$$S = \frac{R}{N} \times 100$$

Where:

S: Score

R: The number of correct answer

N: The number of question

At that point, to know the mean of the understudies' score of evaluation given in every treatment or understudies' score of jargon in each cycle, the analyst applied the accompanying recipe:

$$\bar{x} = \frac{\sum x}{n} \times 100$$

Where:

\bar{x} : The mean of the student' score

$\sum x$: The total score n :

The number of students

To categorize the number of the students who are competent in vocabulary, the researcher applied the following formula:³⁸

$$P = \frac{R}{T} \times 100 \%$$

Where:

P = the percentage of students' improvement

R = the number of students' point

T = the total number of the students

Consequently, by applying of the information, it is normal that the usage of utilizing English paper articles in improving understudies' jargon authority is accomplished by utilizing rate.

E. Research Procedure

The scientist uses a Classroom Action Research (CAR) arranged by Kurt Levin's arrangement. It involve two cycle contains four phases; orchestrating, acting, watching, and reflecting and it moreover can be found in figure 1.

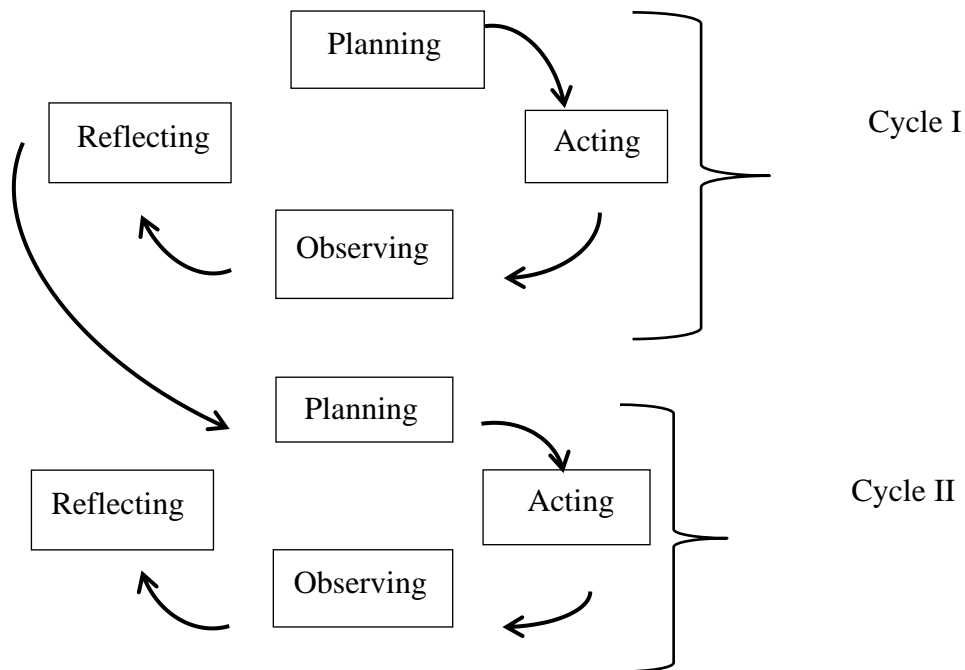


Figure 3.1.: Action Research Design

Before the cycle began, the pro applying pre-test or heading test is administrated to recognize the basic data on the understudies about language authority. The methods for movement procedure in this examination corridor action research in detail as follows:

1.Cycle I

a.Planning

In this stage, it is seen as all that is related to the movement that will be done and it was in like manner orchestrated all that would be need in teaching and learning measure. There were various activities that were done in organizing, they were:

- 1) Making exercise plan that related in educating jargon. (See reference section 1a and 1b).
- 2) Prepared the showing offices or material.
- 3) Prepared the media required in showing learning measure.

- 4) Prepared and making procedure that required while doing the situation of instructing.
- 5) Prepared the trial of measure the aftereffect of the examination.
- 6) Prepared perception sheet and meeting for understudies. (supplement 2a and 4)

b. Acting

The subsequent stage is acting. Activity implies the cycle of action that will be finished. Activity is the execution of arranging. Thus, in this stage all that had been arranged in arranging. They were numerous exercises in real life:

- 1) Teacher clarified about thing and action word jargon. Educator additionally gave the models about it.
- 2) The educator set the class rules during instructing learning measure.
- 3) The understudies are considered thing and action word jargon through English Paper Articles to improve understudies' jargon dominance.
- 4) The instructor asked the understudies to establish out new jargon and the significance.

At that point, the understudies additionally classify the word into action word or thing.

c. Observing

The observation is finished during the activity by the English instructor who is the onlooker in the homeroom. Perception is pointed toward discovering the data that will be utilized to the assessment and will be the essential reflection. In perception, feeling and certain conduct during learning jargon will be recorded:

- 1) The mentality of the understudies while accomplishing their work dynamic or inactive, the commitment of each understudy.
- 2) Their mentalities in learning jargon through English Newspaper Articles.

Observer gathers the information of the educating and learning measure that incorporated the specialist action, understudy exercises, and the entire realities which happen in instructing and learning measure in the homeroom.

d. Reflecting

Reflection is the criticism cycle from the activity that has been finished. In this stage, the specialists reflected and dissect if the training learning measure is done effectively to arrive at the destinations of the exercise plan in the principal cycle. The analyst establishes out more issues and shortcoming of the main cycle, it will be reflected and changed. The aftereffect of the reflection is mulled over as the criticism to improve to execution of the system in the following cycle. At that point, the analyst would be utilized all data assembled to rethinking the following cycle. From that point forward, the analyst chose to make some new strides in the cycle so as to beat the issue.

5. Cycle II

The subsequent cycle is finished by the analyst so as to improvement of understudies' outcome in dominance jargon. Their comparable advance to the principal cycle, scientist behaviors to the second cycle with similar advances. As follow:

a. Planning.

In this cycle, the training learning measure is more plan to accentuated understudies' jargon dominance.

- 1) Making improvement in exercise plan which included more manifestations of understudies' exercises.
 - 2) Prepared the showing offices or material.
 - 3) Prepared the media required in showing learning measure.
 - 4) Prepared and making system that required while doing the situation of instructing.
 - 5) Prepared the trial of measure the aftereffect of the investigation to see the improvement understudies' jargon dominance whether.
 - 6) Prepared the perception sheet that are utilized to know understudies' response and class condition in general, and furthermore to see the improvement that exist since the apply media in showing learning measure.
- (see index 2a and 4)

a. Acting

- 1) The educator clarifies all the more profoundly about the material in assumed the understudies can improve and think well about the importance of the words.
- 2) The educator set the class rules during instructing learning measure.
- 3) The educator requests that the understudies discover new jargon and the significance again to improve their jargon. At that point, the understudies likewise arrange the word, regardless of whether action word or thing.
- 4) The instructor controls the understudies to ensure that all the understudies were dynamic in including themselves in their errand.

b. Observing

In this stage, the perception is done how the understudies' conduct and what the understudies' concern during showing learning measure on pre while and post jargon exercises through perception. The educator movement and the understudies' action during showing learning measure that watched are:

- 1) Where of the students are not confuse about the procedure of learning vocabulary process.
- 2) The students are more pay attention to the teachers' explanation.
- 3) The students are more energetic in doing teachers' instruction.
- 4) The students are interest in learning vocabulary by using English newspaper articles.
- 5) Some of students are controlled to not make a noise.
- 6) The student asks the teacher if about their difficulties.

c. Reflecting

In this stage, the reflection can be resolved subsequent to executing the activity and perception results. Furthermore, the remainder of the cycle analyst meetings to ¹⁹comprehend what the understudy's reactions toward showing learning measure. The aftereffect of this assessment can give the reflection for analyst to considering and encourages the scientist to settle on choice. In the event that there still may have discovered a few issues, it needs to move to the following cycle until to tackle.

¹⁹ ¹⁹ Matthew B. Miles and A. Michael Huberman, (1994), *Qualitative Data Analysis*, USA:Sage Publications, p, 10.

F. Trustworthiness

In research, the factor in the information legitimacy is additionally considered on the grounds that the examination result isn't has a sense in the event that it doesn't get the affirmation or dependability. To get the affirmation in this examination result, site on the legitimacy of exploration information that have gathered. Orientated on the assessment of Lincoln and Guba, to get the reliability is required the procedure of validity, adaptability, constancy, and confirmability which is identified with the way toward gathering and investigating the information.

1. Credibility

Concerning the push to make it more trusted (believable cycle), understanding and discoveries in this examination is by: drawn out commitment, tireless perception, triangulation, partner conversation, reference sufficiency and negative case investigation.

2. Transferability

Adaptability is focus on reasonable importance of the significance of the capacity of the components contained in the investigation of wonders and other marvels outside the extent of the examination. The best approach to arrive at the adaptability is by a nitty gritty breakdown of information to hypothesis, or from a case to other case, so the peruser can apply it in the comparative setting.

3. Dependability

In dependability idea, steadfastness is indistinguishable with unwavering quality. In this investigation the trustworthiness was worked since from information assortment and field information examination just as introductions of exploration report information. In the plan advancement of information legitimacy is fabricated, start from the determination of cases and center, perform field direction and improvement of the calculated system.

4. Confirmability

Confirmability is indistinguishable with research objectivity or legitimacy of the engaging and interpretative. The legitimacy of information and examination reports is contrasted and utilizing methods, they are: counsel each progression of action to the advertiser or advisor since the improvement of the plan, rework the center, assurance of setting and sources, assurance of information assortment strategies, and information investigation and introduction of exploration information.

In this exploration, the procedure of getting the reliability that utilized by the scientist is the validity. In validity, there are a few strategies, one of them is triangulation. Triangulation is truly essential to improve the part of genuineness and validity from the information that has gathered by the other technique. Numerous scientist believe that there is no a device to gather the information that can gauge the wonders of the subject impeccably. The apparatus of gathering information is just ready to quantify the wonders of human from one viewpoint. Consequently, the utilization of triangulation is the exertion in real life examination to give a depiction that more comprehensive about learning measure.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

In this stage, the analyst would be portrayed a few discoveries in the field, either, when utilizing English paper articles on understudies' jargon dominance.

A.1.Data Description

The information of exploration partitioned into subjective and quantitative information. The subjective information was taken from perception, talk with, journal note, and documentation. The quantitative information was taken the mean of the understudies' score in taking spelling quiz. This examination was directed in one class of MTS AL-MUNAWWARAH that comprise of 30 understudies. This exploration was achieved in two cycles. Each cycle comprised of four stages of activity research (arranging, activity, perception, and reflection). The first cycle was led in quite a while included pre-test. The subsequent cycle was led in two gatherings.

In the last gathering of each cycle, the understudies got the post test.

A.1.1.The Qualitative Data

a.Observation

The specialist watched the understudies, circumstance, condition and what issue was found during the instructing learning measure in each gathering. Perception was utilized to quantify the degree of understudies' exercises during showing learning measure. The scientist dispatched the perception sheet so as to know the 45 understudies' exercises during showing learning measure which English paper Articles was applied to improve the understudies' jargon

dominance. It additionally was done to know the connection among instructor and the understudies.

In view of the aftereffect of the understudies' interest during the instructing and learning cycle of English jargon class, the scientist noticed that the understudies fell appreciate, dynamic, and roused to remember and learning English. It seen from their eager and inspired by the exercise whiles the showing learning measure and the expansion of their comprehension and retaining from their score.

b. Interview

There were two meetings was led. The main meeting was done prior to leading exploration and the subsequent one was done toward the finish of second cycle. The scientist met the instructor and the understudies. In the principal meeting, the English educators' answer meet demonstrated that the understudies' jargon was poor on the grounds that the understudies were languid in retaining the new words. Furthermore, the understudies' interest in English jargon class was not very dynamic. While, in view of the understudies' answer meet indicated that they felt languid to brought word reference and retaining the new word. The understudies additionally didn't appreciate in learning English jargon. In this manner, it expected to establish the reasonable media to draw to understudies' advantage in instructing jargon.

In the wake of directing the activity in second cycle, the English educator gave good reactions about the activity and she felt the learning cycle was more dynamic. The English instructor likewise felt happy with the improvement made by the understudies center around jargon score. The understudies additionally

demonstrated that they felt delight and appreciate learned jargon by utilizing English paper articles. (See the reference section 3 and 4).

c. Diary Notes

Diary notes were reviewed by the analyst in each gathering during leading the exploration. From the journal note, it was discovered that the understudies were dynamic and eager during the showing learning measure. Despite the fact that, some of understudies were languid to learned jargon, yet when the scientist applied the English paper articles, they felt intrigued and appreciate in study jargon. Thus, in this examination, understudies demonstrated the improvement in learning jargon. (See the supplement 11)

d.Documentation

Documentation is one source as documentation or reacting perception for analyst to get each second. It was taken when the understudies did the spelling quiz and during the instructing learning measure in the study hall. From the image will be discovered the reaction of the understudies that the understudies were dynamic, appreciate, and energetic during the instructing learning measure. (See the reference section 14)

A.1.2.The Quantitative Data

The quantitative data was taken from the aftereffect of the test that provided for the understudies. The test that gave still pertinent to the point educated and talked about in the study hall in each cycle. There were two cycles comprised of four gathering in this examination and the test was given toward the

finish of each cycles. The test was given in the structure numerous decisions. The aftereffect of the grade of understudies were appeared in the table underneath.

Table 4.1. The score of students in Pre-Test, Post-Test I, and Post-

Test II

No	Initial of Students	Score		
		Pre-Test	Post Test I	Post Test II
1	AK	30	60	60
2	AR	30	60	80
3	AS	40	65	70
4	AN	40	55	95
5	AUH	30	60	90
6	AT	20	70	80
7	BL	35	60	90
8	EF	40	85	70
9	GP	55	65	100
10	IS	25	70	90
11	IA	50	65	85
12	LP	35	55	75
13	MD	40	60	65
14	MH	40	75	85
15	MA	20	65	95
16	MSK	25	55	75
17	MZ	45	50	70
18	MA	40	65	65
19	MK	35	70	80
20	NH	40	60	80
21	NK	55	50	65
22	RAJ	45	65	100
23	R	25	90	65
24	RS	30	80	80
25	RA	25	75	70
26	SR	55	95	85
27	SRP	65	70	70
28	TAP	40	65	95
29	TL	40	60	85
30	V	30	60	85
TOTAL		$\Sigma x=1280$ $\bar{x}=42,66$	$\Sigma x=2115$ $\bar{x}=70,50$	$\Sigma x=2590$ $\bar{x}=86,33$

From the data above, the scientist discovered there is the expanding of the understudies' authority. It could be seen from the mean of the incentive from pre-test, posttest of cycle I, and post-trial of cycle II that improve.

1) **Pre-Test**

In the Pre-Test, the understudies' score incorporate the low outcome. Since in pretest the understudies didn't have a clue about the significance of the words and the understudies are inexperienced with the words in the test. Along these lines, it gave impact in understudies' accomplishment. From the table it appeared in the pre-test there were not understudies who ready to pass the passing evaluation 75.

2) **Post-Test I**

In the Post-Test I, the understudies' score got improving. In the post-test I understudies had given the response to give more consideration to the educator and asked the material or jargon they didn't have the foggiest idea. The response of the understudies gave impact in understudies' accomplishment to improve. From the table it appeared in the post-test I there are 14 understudies who ready to pass the passing evaluation 75.

3) **Post Test II**

In the Post-Test II, the understudies' score got improving. In the post-test II understudies gave the positive response and more spurred in doing the test. By English paper articles made the understudies had numerous sorts of vocabularies and it made the steady state of

understudies in got the high score. The understudies' response and inspiration improved the understudies' accomplishment. From the table it appeared in the post-test II there were 30 understudies passed the passing evaluation 75. It implies the entirety of the understudies could improve their jargon dominance through English paper articles.

A.2.Data Analysis

The information examination was broke down from the subjective information and quantitative information. Where the subjective information was dissected by utilizing conclusion drawing/check procedure and the quantitative information was investigated by utilizing the recipe as notice in part III.

A.2.1.Qualitative

The specialist examined subjective information to help the exploration finding close to the quantitative information. End drawing/check is utilized to as a strategy in dissect the subjective information in this exploration. The subjective information were composed from the perception sheet, talk with sheet, journal notes, and documentation. These was information shown that the understudies given their disposition and reactions during instructing learning measure. Those are picked up inside two cycles.

Perception sheet for understudies, it could be inferred that the understudies was be dynamic during the instructing learning measure, despite the fact that at the primary gathering they didn't revenue and confounded about the significance of the words. There were a few

understudies discovered talking and made some loud. Be that as it may, the following gathering was superior to the past gathering since they did less of slip-ups.

From the meeting sheet demonstrated that the understudies felt more appreciate and dynamic during the learning cycle and they said that English paper articles could assist them with getting a lot of the new jargon and retain jargon without any problem. At that point, the English educator additionally said that the English paper articles helped understudies to enhance their vocabularies as well as can build understudies' knowledge that identified with the ongoing news whether schooling, sport, music, wellbeing, and so forth

Journal notes are every day notes when does CAR. It could be reasoned that CAR exercises were well and organized. From the dairy notes, it was discovered that the understudies were appreciated, dynamic, and energy during the showing learning measure. (See index 11)

Documentation depicted the understudies and the educators' exercises in learning measure. From documentation demonstrated that it was discovered that understudies were dynamic and eager during training learning measure through English paper articles. (See informative supplement 14)

1.Cycle I

In this cycle, there were two gatherings were directed to the understudies. The primary gathering was utilized as the pre-test. The specialist gave a pre-test in the structure numerous decisions, there were 20 inquiries so as to distinguish the understudies' genuine skill, the understudies' concern in English jargon and

understudies understanding about substance of words, for example, thing, action word, and descriptor. Before give the test, the specialist gave a concise clarification about jargon, particularly thing, and action word first. The meeting sheet likewise gave the understudies in the main gathering to know their concern in jargon and their mentality in the primary gathering. The means of this activity research were:

a.Planning

In this cycle, initially the scientist made an anticipating the Action Research dependent on the issues looked by understudies about jargon. For this situation, the scientist decided chosen material (jargon) and activities into exercise plan.

Other than of making exercise arrangement, the specialist likewise arranged perception sheet to watch the understudies and analyst's exercises in showing learning measure. The meeting sheet likewise gave the understudies in the principal meeting to know their concern in jargon and their demeanor in the main gathering. At that point, the scientist additionally arranged the post-test I to gather the information; to know there are a few understudies' improvement scores from pre-test to post-test. The scientist additionally arranged the instruments for the exploration, for example, post-test I, perception sheet, and camera to snap a photo of the activity.

Here are the outline of the analyst steps in arranging stage:

1. Making exercise plan (see the addendum 1a, 1b)
2. Prepared materials (taken from English paper articles) and media (paperboard, marker tones). (See informative supplement 13)

3. Prepared understudy worksheet.
4. Prepared the instrument (post-test 1, observational, talk with sheet).(See the informative supplement 6, 2a, 4)

b.Acting

In this stage, the analyst executed the instructing learning measure dependent on the exercise plan had been made. Here are the means in acting stage:

1. Implemented the training learning measure dependent on the exercise plan.
2. Teacher clarified about thing and action word jargon. Educator additionally gave the models about it.
3. The understudies are pondered thing and action word jargon through English paper articles to improve understudies' jargon dominance.
4. Teacher separated the class into 5 gatherings. Each gathering comprise of 5-6 understudies.
5. Teacher requested that the understudies discover new jargon from English paper articles.
6. Teacher asked the understudies additionally arrange the word into action word or thing. At that point, the understudies found the equivalent the words.
7. Teacher requested that understudies compose the words in paperboard with use mark tones with their inventiveness.
8. Teacher requested that the understudies retain 10-15 words in a day.

c. Observing

In this stage, the scientist watched the understudies' interest all the while. This perception did by utilize a perception sheet that has been set up previously. In this part, the eyewitness (scientist) viewed the understudies were intrigued to adhere to the instructor guidance to establish the words from English paper articles. They were energetic and agreeable about the subject which examined by educator in homeroom. Be that as it may, there are as yet had an issue on the grounds that the understudies couldn't focus on the clarification given by the educator about thing and action word, in light of the fact that there were a few understudies who neglected to bring word reference at that point upset different understudies to do the action given the instructor and make a ton of commotion in the class. At that point, they additionally couldn't see well about thing and descriptive word it is known from their scores on the worksheet given.

d. Reflecting

In this stage is an input cycle from the activity that has been done previously. The analyst assessed the showing learning measure toward the finish of meeting of first cycle. The scientist as the educator got some information about their challenges and issues understanding the exercise. The understudies need more clarification the distinctions on thing and action word.

In light of the aftereffect of the test in the post-test I, it needs to modify the acting and arranging. At that point, the understudies' issues were found and it gave data about the understudies' jargon authority in acting the words. Accordingly, specialist had a decent inspiration to direct

the second pattern of activity research which was done in two gatherings. It was normal that the second pattern of activity exploration would improve than the principal cycle. Along these lines, analyst chose to proceed to the second cycle so as to get the best outcome.

2.Cycle II

In view of the main cycle, the specialist was normal that in second cycle the consequence of the understudies' score was superior to initially cycle. In this cycle, the analyst felt in a way that is better than first cycle in light of the fact that the scientist had just got the reflection on the principal cycle to be utilized as data on the understudies' concern in class. The specialist directed this cycle with a similar advance in first cycle:

a.Planning

In this stage, the specialist made a getting ready for the Action Research dependent on the issues looked by understudies about jargon. For this situation, the scientist decided chosen material (jargon) and activities into exercise plan.

Other than of making exercise arrangement, the specialist additionally arranged perception sheet to watch the understudies and scientist's exercises in showing learning measure. The meeting sheet additionally gave the understudies in the main gathering to know their concern in jargon and their mentality in the principal meeting. At that point, the scientist likewise arranged the post-test I to gather the information; to know there are a few understudies' improvement scores from pre-test to post-test. The analyst additionally arranged the

instruments for the exploration, for example, post-test I, perception sheet, and camera to snap a photo of the activity.

Here are the rundown of the scientist steps in arranging stage:

1. Making exercise plan (See the reference section 1a, 1b)
2. Prepared materials (taken from English paper articles) and media (paperboard, marker tones). (see the supplement 13)
3. Prepared understudy worksheet.
4. Prepared the instrument (post-test II, observational, talk with sheet).
(See the addendum 7, 2a, 4)

b.Acting

In this stage, scientist over and over actualized the encouraging learning measure dependent on the exercise plan had been made. Before start the exercise, scientist gave inspiration and requested that the understudies become energy when learning. Instructor gave brief clarification about thing and action word as the first. Here are the means in acting stage:

1. Teacher Implemented the training learning measure dependent on the exercise plan.
2. Brain raging by asked the understudies the last exercise (thing and action word).
3. Teacher brief clarified about thing and action word jargon. Instructor additionally gave the models about it.
4. The understudies are contemplated thing and action word jargon through English Paper Articles to improve understudies' jargon authority.

5. Teacher isolated the class into 5 gatherings. Each gathering comprise of 5-6 understudies.
6. Teacher requested that the understudies discover new jargon from English paper articles.
7. Teacher asked the understudies additionally order the word into action word or thing. At that point, the understudies found the equivalent the words.
8. Asked understudies to compose the words in paperboard with use mark tones with their innovativeness. Educator asked each gathering to introduction the aftereffect of their work bunch conversation before the class. At that point, each gathering additionally compose the troublesome word from other gathering.
9. Teacher requested that the understudies retain 10-15 words in a day.

c. Observing

As in the main cycle, the specialist watched the understudies' investment all the while. This perception did by utilize a perception sheet that has been set up previously. In this part, the state of the class was quite well. The entirety of the understudies become effectively to the movement given by the instructor, so the air of the class make the understudies intrigued, charming to follow the exercise.

Table 4.2. The Students' Score and Achievement in Pre-Test

No	Initial of Students	The Total of Score	Passing Grade of Students
		100	(≥ 75)
1	AB	40	Not Successful
2	AS	30	Not Successful
3	AR	40	Not Successful
4	AN	50	Not Successful
5	AHU	30	Not Successful
6	AS	20	Not Successful
7	CC	30	Not Successful
8	DA	25	Not Successful
9	FL	40	Not Successful
10	IP	20	Not Successful
11	JK	20	Not Successful
12	LK	50	Not Successful
13	MAS	30	Not Successful
14	MDS	40	Not Successful
15	MJ	45	Not Successful
16	MKL	20	Not Successful
17	MU	30	Not Successful
18	MZ	50	Not Successful
19	MO	45	Not Successful
20	MP	30	Not Successful
21	N	40	Not Successful
22	NM	50	Not Successful
23	RAH	30	Not Successful
24	RK	20	Not Successful
25	RL	20	Not Successful
26	SIY	50	Not Successful
27	TUT	30	Not Successful
28	UA	25	Not Successful
29	UIS	35	Not Successful
30	V	45	Not Successful
TOTAL		$\Sigma x = 1170$ $\bar{x} = 42,66$	

From the table of pre-test, the absolute score of understudies was 1280 and the quantity of understudies who stepped through the exam was 30 understudies, so the understudies' mean was:

Formula:

$$\bar{x} = \frac{\sum x}{n} \times 100$$

Where:

\bar{x} : The mean of the student' score

$\sum x$: The total score
 n : The number of students

So the mean of the students was: $\bar{x} = \frac{1280}{30} = 42,66$

From the examination above, understudies' dominance in jargon was low. The mean of understudies was 42,66 and understudies classifications still in helpless level. The quantity of the understudies who were skilled in jargon was determined by applying the accompanying equation

$$P = \frac{R}{T} \times 100 \%$$

Where:

P = the percentage of students who get the point (≥ 75)

R = the number of students who get the point up (≥ 75)

T = the total number of the students

$$P^1 = \frac{0}{30} \times 100\% = 0\%$$

$$P^2 = \frac{30}{30} \times 100\% = 100\%$$

Table 4.3. The Percentage of Students' Score in Pre-Test

	Criteria	Total of Students	Percentage
P₁	Not Successful	0	0%
P₂	Not Successful	28	100%

The Total	28	100%
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Based on the table above, understudies' vocabulary dominance was still exceptionally low. It very well may be seen from the level of the understudy's score in pre-test. The level of the understudy's score was 0 understudies got passed, score it was 0%. Then again 30 understudies got fizzled, score it was 0%. It can characterized the understudies' jargon dominance was still low when doing activity research in pre-test.

Along these lines, post-test I proceeded in the main cycle.

In the post test I, the information examination can be followed underneath:

Table 4.4. The Students' Score and Achievement in Post Test I

No	Initial of Students	The Total of Score	Passing Grade of Students
		100	(≥ 75)
1	AAA	45	Not Successful
2	AS	30	Not Successful
3	AR	40	Not Successful
4	AN	65	Passed
5	AUH	70	Passed
6	AT	65	Passed
7	BL	30	Not Successful
8	EF	45	Not Successful
9	GP	45	Not Successful
10	IS	50	Not Successful
11	IA	45	Not Successful
12	LP	45	Not Successful
13	MD	45	Not Successful
14	MH	40	Not Successful
15	MA	40	Not Successful
16	MSK	45	Not Successful
17	MZ	45	Not Successful
18	MU	70	Passed
19	M	50	Not Successful
20	MN	45	Not Successful
21	NM	45	Not Successful
22	RAJ	40	Not Successful
23	R	30	Not Successful
24	RS	80	Passed
25	RA	75	Failed
26	SR	80	Passed
27	SRP	45	Not Successful
28	TAP	50	Not Successful
29	TB	30	Not Successful
30	F	35	Not Successful
TOTAL		Σx $\bar{x} =$	

From the table of post-trial of cycle I, the absolute score of understudies was 2115 and the quantity of understudies finished stepped through the exam

from pre-test, post-test in cycle I and the post-test in the cycle II was 30 of understudies, to see the mean of the understudies in this test the scientist applied the accompanying recipe:.

$$\bar{x} = \frac{\sum x}{n}$$

Where: \bar{x} : The mean of the student' score

$\sum x$: The total score

n : The number of students

So the mean of the students was: $\bar{x} = \frac{2115}{30} = 70,50$

From the examination, realized that the understudies' jargon authority through English paper articles got improving. The mean of understudies was 70,50 and incorporate reasonable level. Furthermore, the quantity of the understudies who were equipped in spelling quiz was determined by applying the accompanying recipe:

$$P = \frac{R}{T} \times 100 \%$$

Where:

P = the percentage of students who get the point (≥ 75)

R = the number of students who get the point up under (≥ 75)

T = the total number of the students

$$P^1 = \frac{13}{30} \times 100\% = 43,33\%$$

$$P^2 = \frac{17}{30} \times 100\% = 56,66\%$$

Table 4.5. The Percentage of Students' Score in Post Test I

	Criteria	Many Student	Percentage
P₁	Passed	13	43,33%
P₂	Failed	17	56,66%
The Total		30	100%

From the analysis, As we knew that students' vocabulary proficiency with an English newspaper article improved. The student average was 70.50. According to the score which obtained ≥ 75 , 13 pupils were 43.33% and 17 pupils obtained a score less than 75 < 75 or 56.66%. One could conclude that pupils' vocabulary fluency through English newspaper articles was higher in cycle I post-test than in pre-test. But, the students' results on the Cycle I post-test were classified as failed. Since the percentage of students who pass the pass mark is only 43.33%, the researcher wanted the percentage of students who pass the pass mark to be at least 75%. Therefore, the following action continued on cycle II.

Table 4.6. The Students' Score and Achievement in Post Test II

No	Initial of Students	The Total of Score	Passing Grade of Students
		100	(≥ 75)
1	AAA	75	Passed
2	AS	85	Passed
3	AR	85	Passed
4	AN	90	Passed
5	AUH	100	Passed
6	AT	75	Passed
7	BL	85	Passed
8	EF	85	Passed
9	GP	90	Passed
10	IS	100	Passed
11	IA	95	Passed
12	LP	90	Passed
13	MD	85	Passed
14	MH	90	Passed
15	MA	85	Passed
16	MSK	85	Passed
17	MZ	80	Passed
18	MU	75	Passed
19	M	90	Passed
20	MN	95	Passed
21	NM	100	Passed
22	RAJ	75	Passed
23	R	80	Passed
24	RS	90	Passed
25	RA	75	Passed
26	SR	100	Passed
27	SRP	90	Passed
28	TAP	90	Passed
29	TB	75	Passed
30	F	75	Passed
TOTAL		$\Sigma x = 2590$ $\bar{x} = 86,33$	

From the table of score in post-trial of cycle II, the all out score of the understudies was 2590, and the quantity of the understudies finished took the rest from pre-test, post-test in cycle I, and the post-test in cycle II was 30, to the see

the mean of the understudies in this test, the scientist applied the accompanying recipe:

$$\bar{x} = \frac{\sum x}{n}$$

Where: \bar{x} : The mean of the students' score

$\sum x$: The total score

n : The number of students

So the mean of the students was: $\bar{x} = \frac{2590}{30} = 86,33$

From the examination, realized that the understudies' accomplishment on vocabulary authority through English paper article expanded. The mean of the understudies was 86,83, and the quantity of the understudies who were equipped in jargon authority through English paper articles was determined by applied the accompanying recipe:

$$P = \frac{R}{T} \times 100 \%$$

Where:

P = the percentage of students who get the point (≥ 75)

R = the number of students who get the point under (≤ 75)

T = the total number of the students

$$P^1 = \frac{30}{30} \times 100\% = 100\%$$

$$P^2 = \frac{0}{30} \times 100\% = 0\%$$

Table 4.7. The Percentage of Students' Score in Post Test II

	Criteria	Total of Students	Percentage
P₁	Passed	30	100%
P₂	Failed	0	0%
The Total		30	100%

From the examination, realized that the understudies' jargon dominance through English paper articles got expanding. The mean of the understudies was 86,83.

The level of understudies' score was 30 understudies got passed score or it was 100%. In other hand, there is no understudies got fizzled, the rate score or was 0%. It tends to be reasoned that the understudies' jargon dominance through English paper articles was improving. Thus, the post-test II of the subsequent cycle was arranged passed or fruitful.

**Table 4.8. The Improvement of Students' Score in Pre-Test, Post-Test I,
and Post-Test II**

No	Initial Names of Students	PRE-TEST		POST-TEST I		POST-TEST II	
		Score	Passing Grade of Students (≥ 70)	Score	Passing Grade of Students (≥ 70)	Score	Passing Grade of Students (≥ 70)
01	AAA	20	Not Succesful	60	Not Succesful	75	Passed
02	AS	30	Not Succesful	65	Not Succesful	85	Passed
03	AR	40	Not Succesful	65	Not Succesful	85	Passed
04	AN	30	Not Succesful	70	Not Succesful	90	Passed
05	AUH	30	Not Succesful	65	Not Succesful	100	Passed
06	AT	25	Not Succesful	60	Not Succesful	75	Passed
071	BL	35	Not Succesful	70	Not Succesful	85	Passed
08	EF	40	Not Succesful	80	Not Succesful	85	Passed
09	GP	30	Not Succesful	85	Not Succesful	90	Passed
10	IS	20	Not Succesful	85	Not Succesful	100	Passed
11	IA	30	Not Succesful	80	Not Succesful	95	Passed
12	LP	30	Not Succesful	70	Not Succesful	90	Passed
13	MD	20	Not Succesful	75	Not Succesful	85	Passed
14	MH	65	Not Succesful	80	Passed	90	Passed
15	MA	55	Not Succesful	60	F Not Succesful	85	Passed
16	MSK	50	Not Succesful	60	F Not Succesful	85	Passed
17	MZ	30	Not Succesful	55	Not Succesful	80	Passed
18	MU	20	Not Succesful	60	F Not Succesful	75	Passed
19	M	65	Not Succesful	75	Passed	90	Passed
20	MN	65	Not Succesful	80	Passed	95	Passed
21	NM	70	Not Succesful	90	Passed	100	Passed
22	RAJ	35	Not Succesful	55	Failed	75	Passed
23	R	60	Not Succesful	75	Passed	80	Passed
24	RS	35	Not Succesful	70	Not Succesful	90	Passed
25	RA	20	Not Succesful	50	Not Succesful	75	Passed
26	SR	60	Not Succesful	85	Passed	100	Passed
27	SRP	45	Not Succesful	80	Passed	90	Passed
28	TAP	60	Not Succesful	85	Passed	90	Passed
29	TB	40	Not Succesful	60	Failed	75	Passed
30	F	20	Not Succesful	65	Failed	75	Passed
TOTAL		$\Sigma x=1280$ $\bar{x}=42,66$		$\Sigma x=2115$ $\bar{x}=70,50$		$\Sigma x=2590$ $\bar{x}=86,33$	

As the consequence of examination demonstrated that there was advancement on the understudies' jargon dominance through English paper articles. It showed up from the mean of pre-test was 42,66, the mean of post-test I in the essential cycle was 70,50 and the mean of post-test II in the resulting cycle was 86,33.

Table 4.9. The Mean Score of Cycle I (Pre-test and Post-test I) and

Cycle II (Post-test II)			
\bar{x}	Pre-Test	Post-Test I	Post-Test II
Mean	42,66	70,50	86,33

The mean of the understudies' score in post-trial of cycle II was most elevated. In this way, one might say that the understudies' jargon authority through English paper articles improved from mean 42,66 to 86,33.

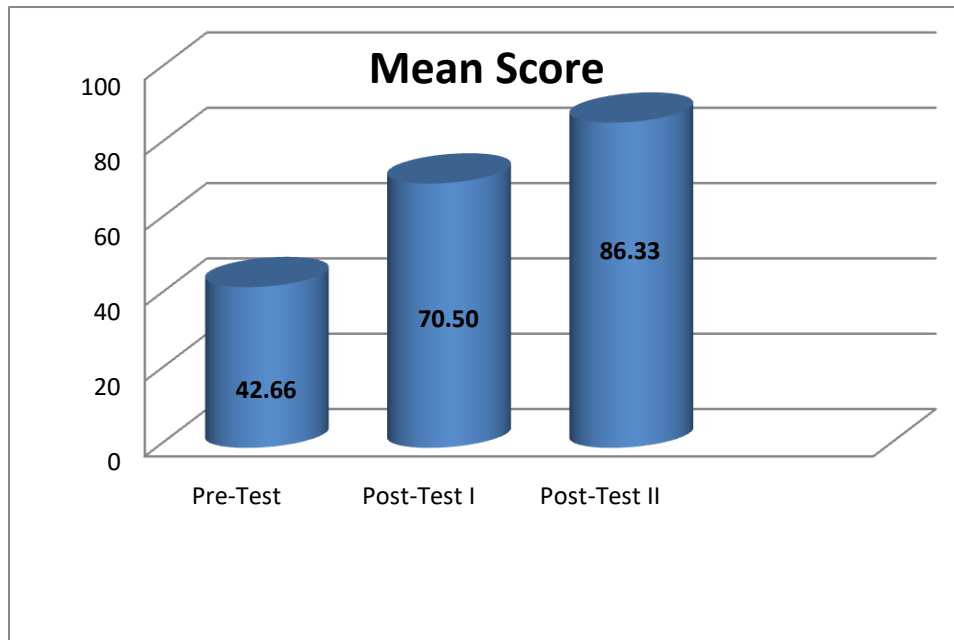


Figure. 4.2 The mean Score of Cycle I (Pre-Test and Post Test) and Cycle II (Post-Test II)

The quantity of able understudies was determined by applied the recipe:

$$: P = x \ 100\%$$

In which,

P = the degree of understudies who get ≥ 75

R = the degree of understudies who get under ≥ 75

T = full scale number of understudies who did the test

The degree of the improving of understudies' language authority through English paper article could be seen as follows

- a. The level of able understudies in the pre-test was:

$$P = \frac{0}{30} \times 100\% = 0\%$$

- b. The level of the able understudies in the post-test I was:

$$P^1 = \frac{13}{30} \times 100\% = 43,33\%$$

- c. The percentage of the competent students in the post-test II was:

$$P^{10} = \frac{30}{30} \times 100\% = 100\%$$

Table 4.10. The Percentage of Students' Vocabulary Mastery through English Newspaper Articles in the First Cycle and Second Cycle

Cycle		The Competent Students	Percent age
Cycle I	Pre-Test	0	0
	Post-Test I	10	42,22%
Cycle II	Post-Test II	40	100%

From the table over, the outcome indicated the improving of the understudies' scores from the pre-test to the post-fundamental of cycle I, post-primer of cycle I to post-test cycle II. In the basic test (pre-test) the understudies who got the score ≥ 75 were 0 understudies of 30 understudies (0%). In the resulting test (post-test cycle I) the understudies who got the score ≥ 75 were 13 understudies of 30 understudies (43,33%). In the third test (post-test cycle II) the understudies who got the score ≥ 75 were 30 understudies of 30 understudies (100%). The improving of the pre-test to the post-primer of cycle I was about 43,33% and the improving of post-fundamental of cycle I to the post-starter of cycle II was about 56,67%.

To free the rate from the consequence of understudies' authority in vocabulary as

follow:

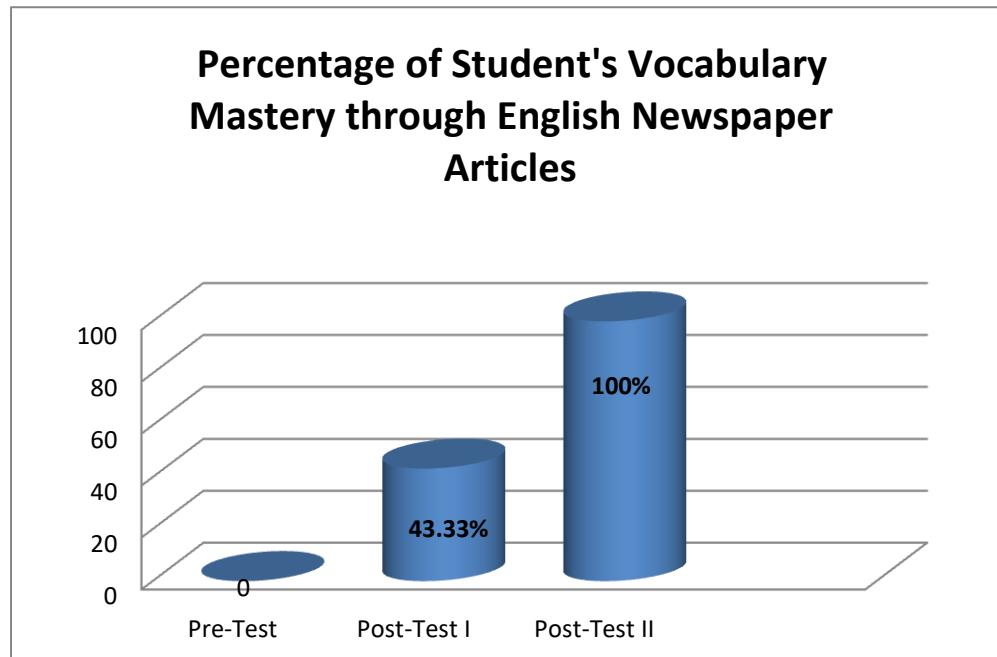


Figure 4.3. The Percentage of Students' Vocabulary Mastery through English Newspaper Articles in the First Cycle and Second Cycle

B.2.Discussion

This examination was led to portray This investigation was coordinated to portray how English paper articles improve the understudies' language authority. The English paper article was one of media that could be used by educator in teaching English to improve the understudies' language predominance. The finding of the assessment that the examiner gave the authentic showed that.

English paper articles convincing or could improve understudies' language authority. It could be seen from the tables that showed us the extending of understudies' score from pre-test, post-preliminary of cycle I, and post-preliminary of cycle II. The developing the grounds that the instructor acknowledged how to control the class and made the dynamic class. Other than

that, English paper article could help them with getting a ton of the new language and stirred the understudies to examine English language with no issue.

In light of subjective information that has been got, it demonstrated that the expanding of educator's and understudies' movement during showing learning measure. The information can be seen from perception sheet, talk with sheet, journal notes, and documentation that showed the understudies were dynamic, become more energy, inspired in learning new jargon, and they were more perceived about the material. The understudies likewise could build up their very own jargon and get a lot of variety of vocabularies. In this manner, they won't stall out when they read, compose, tune in and talk.

Moreover, considering the result quantitative data showed that the understudies' clout in language improved. It could be seen there is extending of the understudies' score. The score was progressively raised for each social affair. It was exhibited by the way that the mean of the score for each social affair extended. The mean of pre-test was 42,66, the mean of the chief cycle was 70,50, and the mean of second cycle was 86,33. It was exhibited that the scores and the mean in second cycle were better than the principle cycle. The degree of understudies who got point at any rate 75 moreover grew up. Regardless of the way that in pre-test there were not understudies who got point in any event 75, in the post-preliminary of cycle I understudies who got point at any rate 75 there were 13 understudies (43,33%). It infers that there is a growing about 43,33%. The post-preliminary of cycle II, understudies who got point in any event 75 there were 30 understudies (100%) and the improving was about 56,67%. For the outright growing of the understudies' score from pre-test to post-test cycle II was

100%. Toward the day's end, the understudies' language strength improved and ended up being very well in the essential social affair to the accompanying get-together. Consequently, in this stage specialist portrayed a few discoveries in the field, when utilizing English paper articles in understudies' jargon dominance. It tends to be presumed that the aftereffect of the exploration demonstrated that the English paper articles improve the understudies' jargon authority. It could be seen from the quantitative information by demonstrate the understudies' score improved in the post-trial of first cycle than pre-test, and the post-trial of the subsequent cycle improved than the main cycle. Another could be seen from the subjective information that indicated got positive reactions from the understudies. The understudies' was dynamic, energy, spurred in instructing learning measure.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

After conducting CAR at eight grade of MTS AL- MUNAWWARAH school academic year 2019/2020, which means to portray how English newspaper articles improve the understudies' jargon authority, the specialist made end identified with the examination question which are expressed in section I. The ends were getting through genuine marvel as the specialist did during the examination. The specialist makes some inference as follow:

1. After examining the information it was discovered the understudies' dominance in jargon by utilizing English paper articles was improve. This announcement can be demonstrated by the mean consequence of the test. The mean of pre-test was 42,66, the mean of the principal cycle was 70,50, and the mean of second cycle was 86,33. It was shown that the mean in second cycle were superior to the principal cycle. The level of understudies who got point at least 75 additionally grew up. Despite the fact that in pre-test there were not understudies who got point at least 75, in the post-trial of cycle I understudies who got point at least 75 there were 13 understudies (43,33%). It implies that there is an expanding about 43,33%. The post-trial of cycle II, understudies who got point at least 75 there were 30 understudies (100%) and the improving was about 56,67%. For the absolute expanding of the understudies' score from pre-test to post-test cycle II was 100%. As such, the understudies' jargon authority

improved and turned out to be very well in the main gathering to the following gathering..

3. The improvement understudies' jargon authority through English paper articles was partitioned into two cycles. In view of the aftereffect of the exploration demonstrated that the English paper articles improve the understudies' jargon authority. In light of the consequence of quantitative information indicated that the understudies' authority in jargon improved. It could be seen there is expanding of the understudies' score. In the pre-test, the most reduced score is 20 and the most noteworthy score is 65, in the cycle I, the least score is 50 and
4. the most noteworthy score is 90, in the cycle II, the most reduced score is 75 and the most elevated score is 100. In this way, it be presumed that the score was increasingly elevated for each gathering. At that point, the analyst likewise dissected subjective information to help the exploration finding adjacent to the quantitative information. It could be seen from the subjective information that indicated got positive reactions from the understudies. The understudies' were more dynamic, energy, spurred in instructing learning English cycle. Furthermore, from English paper articles, the understudies could improve their very own vocabularies.

B.Suggestions

This research showed that English newspaper articles could improve the students' vocabulary mastery at MTS AL-MUNAWWARAH. Here the researcher gives some suggestions for teacher, students, and the other researcher.

1. To the English Teacher

As the English instructor, ought to be innovative in showing jargon since more students ace the vocabularies the better their exhibitions in all parts of English language. Thus, English paper articles as one of media that can be helpful for instructor in educating and in improving understudies' jargon authority, in light of the fact that the understudies can get numerous vocabularies or new words with different subject.

2. To the Students

The understudies should contemplate English through training and consistently add number your jargon. Jargon is significant for our relational abilities. Along these lines, from English paper articles the understudies can discover wide assortment of words or jargon. It doesn't just assistance understudies to discover wide assortment of jargon that can improve the jargon rundown of understudies, in any case, they likewise know the ongoing news and get a lot of information inside it. in any case, they likewise know the ongoing news and get a lot of information inside it.

3. To the Other Researcher

To the next analyst, the consequence of this examination can be utilized as an extra reference of additional exploration with various conversation. It is valuable in gathering the Information about the profundity research which is identified with this examination.

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Note: Add the reference with Pedoman Penulisan Skripsi by Prof. Syafarudin, FITK UIN SU

Appendix 1a: Lesson Plan

Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

(cycle I)

School : MTS AL MUNAWWARH MEDANG DERAS
Subject : English
Grade/Semester : VIII/ I
Subject Material : Vocabulary
Topic : Verb and Noun
Time Allocation : 2 x 40 Minutes

A. Standard of Competence:

Reading

1.1 Understand the meaning of functional written text and simple short essay in the form of recount that related with environment. **Writing**

1.2 Expressing the meanings of written functional texts and short simple essays in the form of recount texts to interact with the surrounding environment.

B. Basic Competence

1.1.1 Responding the meaning of functional written text and simple short essay in the form of recount that related with environment.

1.1.2 Expressing the meaning in the simple short functional text by express the written style, fluent and acceptable to interact with the environment.

C. Indicators

1. To locate the troublesome words in the article dependent on theme.
2. To distinguish the troublesome words, regardless of whether its action word or thing.
3. To comprehend the utilizing of the words in every day movement.

D. The Purpose of Learning

Close to the completion of the indicating learning measure:

1. The understudies can find the irksome words in the article subject to topic.
2. The understudies can recognize the irksome words, whether or not its activity word or thing.
3. The understudies can fathom the using of the words in consistently movement. □ □ The understudies' character working from this action: Respect, industrious, cooperation, playful.

E. Learning Material

- The subject of describe text: instruction, business food, catastrophe, flood, and sport. □ Verb and thing

F. Method of Study

- Group Discussion

G. Teaching Learning Activity

No	Activities	Time
1	<p>Pre-Activities (opening)</p> <ol style="list-style-type: none">1. Teacher goes into the room and requests that the understudies implore together2. Teacher welcomes the understudies' condition3. Teacher checks the understudies' participation list.4. Teacher gives question identified with the theme. <p>Inspiration</p> <p>Educator enlightens the understudies regarding how essential to learning goals that should be ace by understudies.</p>	10 minute

2	<p>Center Activities (Main Activities)</p> <p>a.Exploration</p> <ol style="list-style-type: none"> 1. Teacher clarifies the meaning of action word and thing. 2. Teacher gets some information about their earlier information that connected the point. <p>b.Elaboration</p> <ol style="list-style-type: none"> 1. Teacher partitions the class into five gatherings. Each gathering comprise 5-6 understudies. 2. Teacher offers or disperses the English Newspaper Articles for each gathering. 3. Teacher requests that each gathering find new words and the importance 612 words from the article that relate with their point. They likewise need to look through the equivalent of the words by utilizing word reference. 4. Teacher requests that each gathering recognize the words whether its action word or thing. 5. Teacher requests that each gathering take care of the work in cardboard (paper board) with their creativity. 	<p>60 minute</p>
	<ol style="list-style-type: none"> 6. Teacher asks each gathering to introduction the aftereffect of their work bunch conversation before the class. At that point, each gathering likewise compose the troublesome word from other gathering. 7. Teacher solicits all from understudies to retain 10-15 words in a day. <p>c.Confirmation</p> <ol style="list-style-type: none"> 1. Teachers gives positive input to the understudies as applause, spoken, or present to the victor 2. Teacher offices the understudies for doing reflection to get important experience of the action. 	

	d. Post Activities 1. Teacher asks understudies the trouble during the instructing and learning measure. 2. Teacher gives assessment reliably for giving criticism and decision about the exercise. 3. Teacher gives inspiration for understudies to add their number jargon so that can talk well with others. 4. Closing the exercise by asking and giving shutting welcoming.	10 minute
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H. Source

The Jakarta Post Newspaper

I. Media

- The Jakarta Post Newspaper Article
- Cardboard (paperboard)
- Colour Pencils
- Chalk
- Board marker
- Dictionary

J. Evaluation

- Kind of instrument : Written test
- Form of instrument : multiple choice

K. The Scoring

- For each number, correct answer scores 5
- Total score a maximum of $20 \times 5 = 100$

The maximum score: 100

Students' score: $\frac{\text{Getting score}}{\text{maximum score}} \times 100$

Appendix 1b:

Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

(cycle II)

School : Mts Al Mnuawwarah

Subject : English

Grade/Semester : VIII/ I

Subject Material : Vocabulary

Topic : Verb and Noun

Time Allocation : 2 x 40 Minutes

A. Standard of Competence:

Reading

2.1 Understand the meaning of functional written text and simple short essay in the form of recount that related with environment. **Writing**

2.2 Expressing the meanings of written functional texts and short simple essays in the form of recount texts to interact with the surrounding environment.

B. Basic Competence

2.1.1 Responding the meaning of functional written text and simple short essay in the form of recount that related with environment.

2.1.2 Expressing the meaning in the simple short functional text by express the written style, fluent and acceptable to interact with the environment.

C. Indicators

1. To locate the troublesome words in the article dependent on subject.
2. To recognize the troublesome words, regardless of whether its action word or thing.

3. To comprehend the utilizing of the words in day by day action.

D. The Purpose of Learning

Toward the finish of the showing learning measure:

1. The understudies can locate the troublesome words in the article dependent on point.
2. The understudies can recognize the troublesome words, regardless of whether its action word or thing.
3. The understudies can comprehend the utilizing of the words in every day action.

The understudies' character working from this action: Respect, persistent, collaboration, playful.

E. Learning Material

☐ The subject of relate text comprise : training, business food, catastrophe, flood, and sport.
☐ Verb and thing

F. Method of Study

☐ Group Discussion

G. Teaching Learning Activity

No	Activities	Time
1	Pre-Activities (opening) 1. Teacher goes into the room and requests that the understudies implore together 2. Teacher welcomes the understudies' condition 3. Teacher checks the understudies' participation list. 4. Teacher gives question identified with the subject. Inspiration Instructor educates the understudies concerning how critical to learning	10 minute

	<p>Center Activities (Main Activities)</p> <p>d.Exploration</p> <p>1. Teacher clarifies the meaning of action word and thing.</p> <p>Teacher gets some information about their earlier information that connected the point.</p> <p>e.Elaboration</p> <p>1. . Teacher partitions the class into five gatherings. Each gathering comprise 56 understudies.</p> <p>3. Teacher offers or circulates the English Newspaper Articles for each gathering.</p> <p>4. Teacher requests that each gathering find new words and the significance 612 words from the article that relate with their subject. They likewise need to look through the equivalent of the words by utilizing word reference.</p> <p>5. Teacher requests that each gathering distinguish the words whether its action word or thing.</p> <p>6. Teacher requests that each gathering take care of the work in cardboard (paper board) with their creativity.</p>	<p>60 minute</p>
--	--	-----------------------------

	<p>7. Teacher asks each gathering to introduction the aftereffect of their work bunch conversation before the class. At that point, each gathering likewise compose the troublesome word from other gathering.</p> <p>8. Teacher solicits all from understudies to retain 10-15 words in a day.</p> <p>f. Confirmation</p> <p>1. Teachers gives positive criticism to the understudies as commendation, spoken, or present to the champ</p> <p>2. Teacher offices the understudies for doing reflection to getsignificant experience of the movement.</p>	
3	<p>Post Activities</p> <p>1. Teacher asks understudies the trouble during the educating and learning measure.</p> <p>2. Teacher gives assessment reliably for giving criticism and decision about the exercise.</p> <p>3. Teacher gives inspiration for understudies to add their number jargon so that can talk well with others.</p> <p>4. Closing the exercise by supplicating and giving shutting welcoming.</p>	10 minute

H. Source

Newspaper of *The Jakarta post*

I. Media

- Neswspaper “ *The Jakarta Post*”
- Pen
- Book
- Paperbag
- Dictionary

J. Evaluation

- Kind of instrument : Written test
- Form of instrument : multiple choice

K. The Scoring

- Each number who correct get 5 score
- Total score a maximum of $20 \times 5 = 100$

The maximum score: 100

Students' score: $\frac{\text{Getting score}}{\text{maximum score}} \times 100$

Appendix 2 a: OBSERVATION SHEET

The Observation Sheet of Students' Activity

Class : VIII-1

Read the following statements accurately and put check (✓) whether it has done and cross (X) whether it has done yet.

No	Indicator	Answer	
		Do	Not
01	All of student come on time		
02	The students focuses on the educator's clarification		
03	The students dynamic in joining the learning cycle		
04	The students pose inquiry to the instructor if there is something indistinct		

05	The students can answer thequestion from the instructor		
06	The students can observe the standard of English paper article as media in jargon instructing		
07	The students participation in gruop discussion		
08	The students can remember the words		
09	The students do the test genuinely		

Appendix 2 a: OBSERVATION SHEET

The Observation Sheet of Students' Activity

Class : VIII-1

Read the following statements accurately and put check (√) whether it has done and cross (X) whether it has done yet.

No	Indicator	Answer	
		Do	Not
01	All of student come on time		
02	The students focuses on the educator's clarification		
03	The students dynamic in joining the learning cycle		
04	The students pose inquiry to the instructor if there is something indistinct		
05	The students can answer the question from the teacher		
06	The students can observe the standard of English paper article as media in jargon instructing		
07	The students participation in gruop discussion		
08	The students can memorize the words		
09	The students do the test genuinely		

Observer

Febri Lestary

Appendix 2 b:

OBSERVATION SHEET

The Observation Sheet of Teacher's Activity

Date : 11 September 2020

Read the following statements accurately and put check (✓) whether it has done and cross (X) whether it has done yet.

No	Indicator	Answer	
		Do	Not
1	The teacher goes ahead time		
2	The teacher welcomes the understudies		
3	The teacher presented herself		
4	The teacher spurs the understudies		
5	The teacher clarifies the material obviously		
6	The teacher utilized media to introduce the material		
7	Ther teacher separated the understudies a few gatherings		
8	The teacher clarified about the strategy in jargon learning by utilizing English Newspaper Articles		
9	The teacher requests that the understudies find troublesome word in paper article gave		

Appendix 4: The result Interview Sheet with the Students

Interview with some students

Question “ apakah kamu menyukai pelajaran bahasa inggris?’

Answers “ kadang suka kadang tidak:

Question “ apa kesulitan mu ketika kamu sedang belajar bahasa inggris”

Answers “ menurut saya pelajaran bahasa inggris begitu sulit”

Question “ menurut mu apakah guru bahaa inggris menjelaskan dengan menyenangkan?”

Answer “ tidak terlalu”

Question “ apa kesulitan dan masalah mu dalam belajar bahasa inggris?”

Answer “ susah dalam mnegerti dan menerapkan dalam pembelajran”

Question “ apakah kamu tau defenisi vocabulary?”

Answers “ iya”

Question “ seberapa banyak kamu mengetahui vocabulary?”

Answers “ tidak terlalu banyak”

Question “ apakah guru selaliu menerapakn media dalam pembelajran bahasa inggris

Answers “ kadang kadang”

Question “ apakah kamu seing menemukan kosakta baru dan menghafalnya?’

Answers “ tidak sering”

Appendix 4: Interview Sheet with the Students

1. Interview with students after applying English newspaper articles in learning vocabulary

Question “ kamu menyukai pelajaran bahasa inggris?”

Answer “ tidak terlalu”

Question “ apakah menggunakan media english newspaper sebagai media menyenangkan”?

Answer “ iya. Menggunakan media belajar lebih menyenangkan”

Question “ apakah menggunakan media englis newspaper memotivasi kamu dalam belajar bahasa inggris?”

Answers “ iya, media ini dapat membantu mita dalam menenmukan kosakta yang baru”

Question “ apakah menggunakan media ini dapat mengembangkan dan memotivasi kamu dam belajar bahasa inggris “

Question “ dalam menggunakan media apakah kesulitan kamu dalm belajar bahasa inggris dapat mengurangi kesulitan kamu, terutama dalam bidang kosakta?”

Answer “ menggunakan media ini sayng termitivasi untuk meningkatkan hagalan saya tentang kosakta”

Appendix 4: The result Interview Sheet with the Students

1. Interview with students before applying English newspaper articles in learning vocabulary

Question “ bagaimana tanggapan mu dalma belajar bahasa inggris?”

Answer “ belajar bahasa inggris sangat sulit”

Question “ menurut mu guru bahasa inggris dalam menerangkan menyenangkan ata?”

Answers “iya

Question “ apa masalah atau kesulitan mu dalam belajar bahasa inggris?”

Answer “ bahasa nya sulit”

Question “apa kamu sering bertanya kepada guru jika kamu mengalami kesulitan?”

Answers “ tidak pernah”

Question “ apakah kamu sudah memiliki kosakta yang banyak?”

Answer “ belum”

Question “ apakah kamu sering mengulang dan menghafa kemabali kosa kata baru?”

Anwesr “ kadang kadang”

Question “ dalam menggunakan media apakah kesulitan kamu dalm belajar bahasa inggris dapat mengurangi kesulitan kamu, terutama dalam bidang kosakta?”

Answer “ menggunakan media ini sayng termitivasi untuk meningkatkan hagalan saya tentang kosakta”

Appendix 4: Interview Sheet with the Students

2. Interview with students after applying English newspaper articles in learning vocabulary
3.

Question “Apakah ada hal yang membuatmu menyukai pelajaran bahasa Inggris?”

Answer “ada”

Question ”Apakah menyenangkan belajar menggunakan media seperti *English newspaper* atau tanpa menggunakan media?”

Answer “Menggunakan English newspaper sangat menyenangkan dan baru pertama kali”

Question` “ Apakah dengan menggunakan English newspaper dapat memotivasi kamu untuk tetap belajar kosakata bahasa Inggris lebih banyak?”

Answer :”ya,,sangat memotivasi saya. Karena banyak kosakata yang baru dan jarang ditemukan”

Question “Apakah belajar kosakata menggunakan English newspaper dapat membantumu mengembangkan kosakata bahasaInggris mu?”

Answer :ya, vocabulary saya menjadi bertambah

Question “Apakah dengan menggunakan media English newspaper articles ini dapat mengurangi kesulitan yang kamu hadapi ketika belajar bahasa Inggris, terutama belajar kosakata bahasaInggris? “

Answer “ya, karena dapat membantu saya untuk banyak mempelajari kosakata baru. “

Appendix 4: The result Interview Sheet for Teacher

The result interview with English teacher

Question “ sudah berapa lama anda bapak nebjadi seorang guru?”

Answers “ sekitar 5 tahun”

Question “bagaimana tanggapan murid murid dalam belajar bahasa inggris?”

Answer “ ada yang menyukai pelajaran bahasa inggris ada juga yang tidak”

Question “bagaimana pendapat bapak tentang murid di kelas “

Answer “ saya merasa mereka murid yang aktif

Question “ .bagaimana bapak menghadapi masalah murid yang kesulitan dalam belajar bahasa inggris?”

Answer “ mereka malas menghafal vovcabulari baru

Question “ bagaimana pendapat mu tentang vocabulary dalam bahasa inggris?”

Answer “ vocabulary mereka masih sedikit, sedikit yang mereka tau tentang vocabulary”

Question “ apa kesulitan yang mereka hadapi dalam belajar bahasa ingris?”

Answer “mereka kadang malas dan merasa sulit mengingat vocabulary baru, kadang kadang mereka juga tidak mengerti pembelajaran

Question “ bagaimana bapak mengajar mereka di dalam kelas?”

Answer “ saya selalu mengajar mereka dengan emnggunakan metode, kadang kadang say megganak media untuk membantu prose belajar

Question : bagaimana menurut bapak dengan media yang telah saya terapkan yaitu english newspaper article?"

Answer " saya rasa itu media yang bagus"

Question " bagaimana pendapat bapak tentang kemampuan murid dalam menguasai vocabulary setelah menerapkan english newspaper sebagai media?"

Answer "saya rasa mereka mendapatkan kosa kata baru, "

Appendix 5:

PRE-TEST

Name : Day/Date : Class : Time :

Choose the correct answer with crossing (x) a, b, c, or d !

Teks dibawah ini untuk pertanyaan soal nomor 1-6.

Education

Preparing students for their technological future

New innovations, for example, have been found to supports understudies' inclinations. Understudies show more affection for realizing when materials are introduced through new gadgets than through printed books. Besides, innovations effectively engage students through fun learning by doing through, for example, games and tunes.

It has likewise been accounted for that the utilization of advanced gadgets makes learning an important encounter, and in view of this understudies feel spurred to find out to an ever increasing extent, and succeed scholastically. A feeling of cooperation is likewise answered to create as understudies are eager to draw in with their companions in critical thinking undertakings allotted to them. The eagerness to take an interest has been viewed as a sign of understudies' expanded social affectability

.Source: *The Jakarta Post*, Thursday, April 26, 2018, p.16

1. Kata **“fondness”** Memiliki arti
 - a. kesedihan
 - b. Kesukaan
 - c. Keinginan
 - d. Kegemaran
2. Sinonim dari kata **“fondness”** adalah.....
 - a. Fire
 - b. Flavor
 - c. Favorite
 - d. Fun
3. Kata **“boost”** Memiliki arti
 - a. Dorongan
 - b. Tarikan
 - c. Gangguan
 - d. Tekanan
4. Arti dari Kata **“task”** adalah
 - a. Tugas
 - b. Kewajiban
 - c. Keseriusan
 - d. Jawaban
5. Kata **“task”** termasuk dalam jenis kata
 - a. Verb
 - b. Adverb
 - c. Noun
 - d. Adjective
6. Kata **“willingness”** memiliki arti
 - a. Kerelaan
 - b. Kesenangan
 - c. Kesukaan
 - d. kejenuhan

Teks dibawah ini untuk pertanyaan soal nomor 7-9

Floods inundate Cacao Plantation

Palu: Thousands of hectares of cacao ranch were overwhelmed throughout the end of the week after the La'a River burst its bank in Petasia area, Morowali regency, Central Sulawesi, an official says.

Morowali Disaster Mitigation and Control Task Force secretary Darmansyah disclosed to The Jakarta Post on Monday that other than the Cacao estates, floodwaters additionally immersed 526 hectares of rice paddies, 161 hectares of fish ranches and 163 hectares of farmland. "The flooding has immersed 13 towns in the locale. About 4,682 individuals from 1,313 families were cleared," he said. He added the neighborhood organization was all the while tallying complete misfortunes brought about by the flooding, assessed at billions of rupiahs. He said the floods had additionally constrained the conclusion of the three schools in the region. "Several grade school understudies couldn't consider in light of the fact that their school were immersed by the flooding.

"Adopted from The Jakarta Post, Tuesday, March 24, 2009, p.18

7. "Hundreds of elementary school students could not study because their school were inundated by the flooding." Dikawatini kata yang memiliki synonym dengan **"inundate"** adalah
- | | |
|-------------|---------------|
| a. Overeat | c. Overweight |
| b. Overhelm | d. Oversleep |
8. Kata **"flooded"** memiliki arti
- | | |
|---------------|--------------|
| a. Kedinginan | c. Gempabumi |
| b. Kebanjiran | d. Kebakaran |
9. kata **"flooded"** termasuk jenis kata
- | | |
|--------------|-----------|
| a. Adjective | c. Noun |
| b. Verb | d. Adverb |

Teks dibawah ini untuk pertanyaan soal nomor 10-15.

RI aces progress, women's singles defeated at Asian Championship

Blended twofold pair and furthermore the most loved Tontowi Ahmad dan Liliyana Natsir just as Anthony Sinisuka Ginting in the men's singles were among the shuttlers who made to the second round of the competition, delegated a Badminton World

Federation's World Tour to Super 500 event.

Tontowi and Liliyana, who neglected to win a title in the 2018 All England a month ago, were excessively solid for Japanese pair Koharu Yonemoto and Yuki Kaneko.

Playing for 35 moment, the primary cultivated couple made sure about the second round ticket subsequent to beating the Japanese pair 21-18 and 21-12. " we played very well in the start (of the match), however we appeared to lose center by end of the main game. This

should be an update for us to not effectively offer opportunities to our adversaries," said Liliyana as cited by badmintonindonesia.org, the official site of the Indonesian Badminton Association.

Adopted from The Jakarta Post, Thursday, April 26, 2018, p.8

10. Kata **"tournament"** mempunyai makna
 - a. Babak
 - b. Pertandingan
 - c. Lawan
 - d. Unggul
11. Kata **"win"** masuk kebagian jenis kata . . .
 - a. Adjective
 - b. Adverb
 - c. Verb
 - d. Noun
12. Kata **"title"** memiliki arti
 - a. Menang
 - b. Permainan
 - c. Pertandingan
 - d. Juara atau gelar
13. Kata **"execute"** memiliki arti. . . .
 - a. Melaksanakan atau melakukan
 - b. Mencoba
 - c. Mengalahkan
 - d. Menyelamatkan
14. Sinonim dari Kata **"execute"** adalah. . . .
 - a. Work
 - b. Perform
 - c. Win
 - d. Match
15. Kata **"opponents"** memiliki arti
 - a. Pasangan
 - b. Lawan
 - c. Permainan
 - d. Teman
16. Kata **"attack"** memiliki arti
 - a. Menyerang
 - b. Menghasilkan
 - c. Mengganggu
 - d. Mengirim
17. Kata **"attack"** termasuk ke dalam jenis kata
 - a. Verb
 - b. Adjective
 - c. Noun
 - d. Adverb

Teks dibawah ini untuk pertanyaan soal nomor 18 -20

Disaster

18 Die in Illegal oil Well explosion in Aceh

The fire spread quickly and demolished at any rate five houses, as indicated by the East Aceh Disaster and Evacuation Agency (BPBD). All the casualties were occupants of RantoPeureulak. A nearby pursuit and salvage group is containing to look for other potential casualties.

Source: The Jakarta Post, Thursday, April 26, 2018, p.2

18. All victims were residents of Ranto Peureulak. Kata **“victims”** dalam kalimat tersebut bermakna . . .
- | | |
|------------|-------------|
| a. Bencana | c. Penduduk |
| b. Korban | d. Penyakit |
19. Arti dari kata **“rescue”** adalah
- | | |
|--------------|------------------|
| a. Menyerbu | c. Menyelamatkan |
| b. Menyerang | d. Mencoba |
20. kata **“disaster”** termasuk jenis kata . . .
- | | |
|-----------|--------------|
| a. Adverb | c. Adjective |
| b. Verb | d. Noun |

Appendix 6: POST TEST I

Name : Day/Date :
Class : Time :

Choose the correct answer with crossing (x) a, b, c, or d !

Teks dibawah ini untuk pertanyaan soal nomor 1 -3

Floods inundate Cacao Plantation

Palu: Thousands of hectares of cacao ranch were overwhelmed throughout the end of the week after the La'a River burst it bank in Petasia area, Morowali regime, Central Sulawesi, an official says.

Morowali Disaster Mitigation and Control Task Force secretary Darmansyah disclosed to The Jakarta Post on Monday that other than the Cacao estates, floodwaters additionally immersed 526 hectares of rice paddies, 161 hectares of fish ranches and 163 hectares of farmland. "The flooding has immersed 13 towns in the locale. About 4,682 individuals from 1,313 families were cleared," he said. He added the neighborhood organization was all the while tallying complete misfortunes brought about by the flooding, assessed at billions rupiahs.

He said the floods had additionally constrained the conclusion of the three schools in the region. "Several grade school understudies couldn't consider in light of the fact that their school were immersed by the flooding.

Source: The Jakarta Post, Tuesday, march 24, 2009, p.18

1. "Hundreds of elementary school students could not study because their school were inundated by the flooding." Dibawah ini kata yang memiliki synonym dengan "***inundate***" adalah . . .
 - a. Overeat
 - b. Overwhelm
 - c. Overweight
 - d. Oversleep
2. Arti dari kata "***flooded***" adalah . . .
 - a. Kebanjiran
 - b. Kedinginan
 - c. Kebakaran
 - d. Gempa bumi
3. kata "***flooded***" termasuk jenis kata . . .
 - a. Verb
 - b. Adjective
 - c. Adverb
 - d. Noun

Teks dibawah ini untuk pertanyaan soal nomor 4 -6

Disaster

18 Die in Illegal oil Well explosion in Aceh

The fire spread quickly and wrecked at any rate five houses, as per the East Aceh Disaster and Evacuation Agency (BPBD). All the casualties were occupants of RantoPeureulak. A nearby hunt and salvage group is containing to look for other potential casualties.

Source: The Jakarta Post, Thursday, April 26, 2018, p.2

4. Kata **“victims”** memiliki arti...
- | | |
|-------------|------------|
| a. Penduduk | c. Korban |
| b. Penyakit | d. Bencana |
5. Kata **“rescue”** memiliki arti
- | | |
|------------------|--------------|
| a. Menyelamatkan | c. Menyerbu |
| b. Mencoba | d. Menyerang |
6. kata **“disaster”** termasuk jenis kata . . .
- | | |
|-----------|--------------|
| a. Noun | c. Verb |
| b. Adverb | d. Adjective |

Teks dibawah ini untuk pertanyaan soal nomor 7-12

Sports

RI aces progress, women’s singles defeated at Asian Championship

Blended twofold pair and furthermore the most loved Tontowi Ahmad dan Liliyana Natsir as well as Anthony Sinisuka Ginting in the men's singles were among the shuttlers who made it to the second round of the competition, named a Badminton World Federation's World Tour to Super 500 function.

Tontowi and Liliyana, who neglected to win a title in the 2018 All England a month ago, were excessively solid for Japanese pair Koharu Yonemoto and Yuki Kaneko.

Playing for 35 moment, the main cultivated couple made sure about the second round ticket in the wake of beating the Japanese pair 21-18 and 21-12. " we played very well in the start (of the match), yet we appeared to lose center by end of the main game. This should be an update for us to not effectively offer opportunities to our adversaries," said Liliyana as cited by badmintonindonesia.org, the official site of the Indonesian Badminton Association.

Source: The Jakarta Post, Thursday, April 26, 2018, p.8

7. Kata **“tournament”** memiliki arti. . . .
- | | |
|-----------------|-----------|
| a. Babak | c. lawan |
| b. Pertandingan | d. unggul |
8. Kata **“win”** termasuk jenis kata . . .
- | | |
|--------------|---------|
| a. Adjective | c. Verb |
|--------------|---------|

- b. Adjverb
- d. Noun
9. Arti dari kata ***"title"*** berdasarkan teks diatas adalah
 - a. Permainan
 - c. Menang
 - b. Kejuaraan atau gelar
 - d. Pertandingan
10. Kata ***"execute"*** berdasarkan teks diatas bermakna
 - a. Melaksanakan atau melakukan
 - c. Menyelamatkan
 - b. Mencoba
 - d. mengalahkan
11. Kata ***"execute"*** memiliki synonym dengan kata
 - a. Perform
 - c. Match
 - b. Work
 - d. Win
12. Arti dari kata ***"opponents"*** berdasarkan teks diatas adalah
 - a. Lawan
 - c. Teman
 - b. Pasangan
 - d. Permainan
13. Arti dari kata ***"fondness"*** pada teks diatas adalah
 - a. Kegunaan
 - c. Kesukaan
 - b. Keinginan
 - d. kesedihan
14. Kata ***"fondness"*** memiliki synonym dengan kata
 - a. Favorite
 - c. Fire
 - b. Fun
 - d. Flavor
15. Arti dari kata ***"boost"*** pada teks diatas adalah
 - a. Dorongan
 - c. Gangguan
 - b. Tarikan
 - d. Tekanan
16. Kata ***"task"*** memiliki arti
 - a.Kesungguhan
 - c. Jawaban
 - b.Tugas
 - d. Keseriusan
17. Kata ***"task"*** termasuk jenis kata
 - a. Verb
 - c. Noun
 - b.Adverb
 - d. Adjective
- 18.Arti dari kata ***"willingness"*** adalah
 - a.Kesenangan
 - c. Kesukaan
 - b.Kerelaan
 - d. kejenuhan

Teks dibawah ini untuk pertanyaan soal nomor 12-18

Education

Preparing students for their technological future

New advancements, for example, have been found to supports understudies' inclinations. Understudies show more affection for realizing when materials are introduced through new gadgets than through printed books. Additionally, technologies effectively draw in understudies through fun learning by doing through, for example, games and melodies.

It has likewise been accounted for that the utilization of advanced gadgets makes learning an important encounter, and in light of this understudies feel persuaded to find out to an ever increasing extent, and succeed scholastically. A feeling of collaboration is additionally answered to create as understudies are happy to draw in with their companions in problem-illuminating undertakings all

19. Kata **“attack”** memiliki arti
- | | |
|-----------------|---------------|
| a. Menyerang | c. Memanggang |
| b. Menghasilkan | d. Mengirim |
20. Kata **“attack”** termasuk jenis kata
- | | |
|-----------|--------------|
| a. Adverb | c. Adjective |
| b. Noun | d. Verb |

Appendix 7:

POST TEST II

Name :

Class :

Day/Date :

Time :

1. An employee works with liquid chocolate. (*Source: The Jakarta Post, Thursday, April 26, 2018, Business Food, p.23*).

Kata **“employee”** pada kalimat di atas memiliki arti. . . .

- | | |
|--------------|-------------|
| a. Pengusaha | c. Guru |
| b. Siswa | d. Karyawan |

2. Indonesia produces around 350, 000 tons of Cocoa beans. (*Source: The Jakarta Post, Thursday, April 26, 2018, Business Food, p.23*).

Kata **“produces”** pada kalimat di atas memiliki arti

- | | |
|-------------|-----------------|
| a. Menjual | c. Mengirim |
| b. Menimbun | d. Menghasilkan |

3. Kata **“produces”** termasuk kedalam jenis kata

- | | |
|--------------|-----------|
| a. Adjective | c. Adverb |
| b. Verb | d. Noun |

4. This testing helps farmers to get a better price for their product. (*Source: The Jakarta Post, Thursday, April 26, 2018, Business Food, p.23*).

Arti dari kata **“price”** pada kalimat di atas adalah

- | | |
|----------|------------|
| a. Murah | c. Mentah |
| b. Bagus | d. Penjual |

5. Sinonim dari kata **“price”** adalah. . . .

- | | |
|----------|-----------|
| a. Cheap | c. Bitter |
| b. Cost | d. Low |

Kalimat dibawah ini untuk soal nomor 6 dan 7.

Business Food

The local farms had low yields and the crops were often attacked by pests.

(*Source: The Jakarta Post, Thursday, April 26, 2018, p. 23*)

6. Kata **“pest”** dari kalimat di atas memiliki arti. . . .

- | | |
|----------|------------|
| a. Hama | c. Tanaman |
| b. Tanah | d. Biji |

7. Kata **“crop”** dari kalimat di atas memiliki arti. . . .

- a. Hewan
- b. Tahu
- c. Tanaman
- d. Cokelat

Teks dibawah ini untuk soal 8 dan 9.

Sports

Liliyana Natsir restores the van while her partnerTontowi Ahmad looks on as the Indonesian blended twofold pair plays against Yuki Kaneko and KoharuYonemot of Japan in the first round of the 2018 Badminton Asia Championships competition at Wuhan Sports Center in Wuhan China, on Wednesday. The Indonesia n progressed to the following round in the wake of winning 21-18, 21-12.

(Source: The Jakarta Post, Thursday, April 26, 2018, p.8).

8. Kata **“partner”** memiliki arti. . . .
 - a. Pasangan
 - b. Musuh
 - c. Pertandingan
 - d. Lawan
9. Sinonim dari kata **“partner”** adalah
 - a. Pair
 - b. Match
 - c. Competation
 - d. Champion
10. Indonesia’s aces successfully dominated the first round of the 2018 Badminton Asia Championship in Wuhan, on Wednesday. (Source: The Jakarta Post, Thursday, April 26, 2018, p.8).
Kata **“aces”** memiliki arti. . . .
 - a. Jagoan
 - b. Pasangan
 - c. Penonton
 - d. Latihan
11. Kata **“round”** pada kalimat di atas memiliki arti . .
 - a. Kejuaran
 - b. Bermain
 - c. Babak
 - d. Pertandingan
12. kata **“round”** termasuk jenis kata . . .
 - a. Adverb
 - b. Verb
 - c. Adjective
 - d. Noun

Teks dibawah ini untuk soal 13 -16.

Education

In profoundly digitalized schools today, it is viewed as chronologically erroneous if instructors depend vigorously on the exchange of knowledgeteaching strategy. Understudies at this point don't learn and obtain information through human-to-human collaboration just, similar to the case in a conventional study hall, in light of the fact that the virtual world takes into consideration self-learning.

(Source: The Jakarta Post, Thursday, April 26, 2018, p.16).

13. Kata **“knowledge”** memiliki arti
- | | |
|----------------|------------------|
| a. Pengajaran | c. Pengelompokan |
| b. Pengetahuan | d. Pengertian |
14. Arti dari kata **“classroom”** adalah. . . .
- | | |
|---------------|------------------|
| a. Ruang Baca | c. Ruang Kelas |
| b. Ruang Guru | d. Ruang Latihan |
15. Kata **“teacher”** termasuk kedalam jenis kata
- | | |
|--------------|-----------|
| a. Verb | c. Noun |
| b. Adjective | d. Adverb |
16. Kata **“school”** termasuk kedalam jenis kata
- | | |
|--------------|-----------|
| a. Adjective | c. Adverb |
| b. Verb | d. Noun |
17. Kata **“disaster”** mempunyai arti
- | | |
|-------------|------------|
| a. Banjir | c. Bencana |
| b. Benturan | d. Buatan |
18. Kata **“explosion”** mempunyai arti
- | | |
|------------|-------------|
| a. Liar | c. Hambatan |
| b. Ledakan | d. Hembusan |
19. Kata **“extinguish”** mempunyai arti
- | | |
|---------------|------------------|
| a. Menyalakan | c. Menyelamatkan |
| b. Memadamkan | d. Merobohkan |
20. Kata **“extinguish”** termasuk jenis kata
- | | |
|-----------|--------------|
| a. Noun | c. Verb |
| b. Adverb | d. Adjective |

Appendix 13: Material (English Newspaper Articles)

EDUCATION

16 | FOCUS ISSUE

The Jakarta Post

THURSDAY April 26, 2018

EDUCATION

Preparing students for their technological future

Setiono Sugiharto
CONTRIBUTOR-JAKARTA

Rapidly-changing information technology not only encourages new possibilities, but also easily disrupts emerging possibilities and ideas in a split second. As one of the industry sectors affected by this phenomenon, education like it or not must be poised to prepare students to survive for their digital future.

The Internet of things (IoT), artificial intelligence and robotics are predicted to characterize most future jobs in parallel with the ongoing fourth industrial revolution. While this can be a threat for humans' future survival, it can also offer ample opportunities that need to be taken seriously. Technology can be said to open new paths for education.

Needless to say, the vital ramification of the digital world for education is that technology compels us to redefine the very context for learning and teaching, as it radically shapes how classrooms interaction and communication be conducted, and as a result how educational policy, curriculum, and teaching materials are redesigned in order to meet the current needs of the technological and digital era.

In highly digitalized schools today, it is considered anachronistic if teachers rely heavily on the transfer of knowledge teaching technique. Students no longer learn and acquire knowledge through human-to-human interaction only, as was the case in a traditional classroom, because the virtual world allows for self-learning.

Without a doubt, facilitated by the ubiquity of modern technological tools, students can exceptionally exhibit computer literacy prowess and the mastery of in-

ternet know-how, which means that they are able by themselves to search and acquire knowledge prior to formal classroom instruction. Traditional spoon-feeding instruction even at the elementary school level is felt no longer congenial, as students have already been flooded with information.

With innovation and creation being today's education goals prompted primarily by the disruptive digital era, it is essential that schools redesign their curriculum so as to reflect the expanding possibilities created through technology.

The IT model curriculum, as it is often dubbed, is what schools now need to adopt in order to prepare students to face the reality of the digital future world. The design of this model curriculum, depending on the education level of the students, should reflect the relationship of IT to other computing disciplines and incorporate features of today's advanced technologies such as digital communication, software, system design, human-computer interaction and web system design, among other things.

Through such a curriculum model, students are often required to accomplish the following objectives: apply knowledge of computing and mathematics, identify, analyze and solve problems, as well as implement and evaluate a computer-based system.

For young learners (preschoolers or kindergartners), for instance, the use of the digital format, or e-books can be combined with computing software, assisting the child with learning basic counting. Curriculum design for older students can include identifying and analyzing math problems contextualized and formulated in passages within the text.

The inclusion of these cognitive activities is not meant to repudiate the importance of social responsibility technology holds. A balance between cognitive and social maturity of students must become the priority in the IT model curriculum.

Studies have found that incorporating technology in the curriculum brings about immense benefits not only in terms of students' academic achievement, but also in terms of their improved learning motivation and socialization skills.

Fun learning

New technologies, for instance, have been found to boost students' interest. Students show more fondness for learning when materials are presented through new devices than through printed books. Moreover, technologies actively engage students through fun learning by doing through, for instance, games and songs.

It has also been reported that the use of digital devices makes learning a meaningful experience, and because of this students feel motivated to learn more and more, and succeed academically. A sense of teamwork is also reported to develop as students are willing to engage with their peers in problem-solving tasks assigned to them. The willingness to participate has been seen as an indication of students' increased social sensitivity.

As learning is a social activity, whatever educational paradigms are adopted, the IT model curriculum needs also to include learning goals which emphasize the social, legal and ethical responsibility of the use of technology.

The reasoning is that the use of technology does not take place in a vacuum and is value-free. There are always social implications for its use both in schools, homes and other public areas. Technology users are held accountable for what they are doing with the tools. It is therefore the responsibility of schools and other related stakeholders to make students conscious of the ethical and legal consequences of the use of the IT model curriculum.

It is also important to keep in mind that the design of IT-based curricula should not dismiss the consideration of psychological factors of the learners. Technologies used in schools are only means, not an end in itself. They are the means to achieve the goals. What matters is how students can use and manipulate them judiciously and responsibly.

Curriculum contents loaded with cognitive activities simply for the sake of satisfying the requirements of features of modern IT will be psychologically devastating for their growth as humans. The challenge thus lies not simply in how to include and systematize the IT-based materials in the curriculum, but in how these materials can be used to support the psychological aspects of learners.

This suggests several things. To begin with, the IT-based curriculum needs to be designed to cater to the skills required by the 21st century learner by ensuring that learning experiences are meaningful, engaging, motivating and compelling. Second, students' active engagement with both material and immaterial factors must be aimed at developing and demonstrating creativity and innovation. Third, the curriculum should be designed by taking into account students' prior knowledge and achievement. Lastly, the curriculum should respond to students' individual needs and support particular learning aptitudes and potentials.

A curriculum designed by incorporating technology can be fundamental in directing students' academic and life careers in the technological future. Yet, this endeavor must be contextualized from the social, cultural and political aspects of the students, if they are to reap success in future life.

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SPORT

The Jakarta Post

THURSDAY April 26, 2018

RI aces progress, women's singles defeated at Asian c'ships

Business as usual: Liliyana Natsir (left) returns the shuttle while her partner Tontowi Ahmad looks on as the Indonesian mixed double pair plays against Yuki Kaneko and Koharu Yonemoto of Japan in the first round of the 2018 Badminton Asia Championships tournament at Wuhan Sports Center in Wuhan, China, on Wednesday. The Indonesians advanced to the next round after winning 21-18, 21-12.

The Jakarta Post
JAKARTA

Indonesia's aces successfully dominated the first round of the 2018 Badminton Asia Championships in Wuhan, China, on Wednesday.

Mixed doubles pair and also the favorites Tontowi Ahmad and Liliyana Natsir as well as Anthony Sinisuka Ginting in the men's singles were among the shuttlers who made it to the second round of the tournament, classified as a Badminton World Federation's World Tour Super 500 event.

Tontowi and Liliyana, who failed to win a title in the 2018 All England last month, were too strong for Japanese pair Koharu Yonemoto and Yuki Kaneko.

Playing for 35 minutes, the first-seeded duo secured the second round ticket after beating the Japanese pair 21-18 and 21-12.

"We played quite well in the beginning [of the match], but we seemed to lose focus by end of the first game. This should be a reminder for us to not easily give chances to our opponents," said Liliyana as quoted by *badmintonindonesia.org*, the official website of the Indonesian Badminton Association.

The world number three duo's step was followed by compatriots Debby Susanto and Ricky Karanda Suwardi, who have not showed significant progress ever since they were paired earlier this year.

Debby and Ricky must work harder to continue their journey to the second round after being forced to play a rubber match against Sachin Dias and Thilini Pramodika Hendaheva of Sri Lanka. Debby and Ricky won 21-14, 17-21 and 21-10.

Debby and Ricky are set to

face Malaysia's Goh Soon Huat and Shevon Jemie Lai in the next round. The Malaysian pair have displayed consistency in several tournaments this year so — including winning the 2018 German Open.

In the women's doubles, Indonesia's world number six pair Greysia Polli and Apriani Rahayu as well as Della Destiara Haris and Rizki Amelia Pradipta were also triumphant in their openers.

In the men's singles category, Anthony also kept the country's hopes alive for a title as he beat Niluka Karunaratne of Sri Lanka 22-20 and 21-12 to secure the second round spot.

It will be a tough round for Anthony as he is set to fight against three-time Olympic silver medalist Lee Chong Wei of Malaysia. Lee earned the second round seat after beating Qiao Bin of China.

Another hopeful in the men's

singles, Jonathan Christie, was also in good form to push for the title after beating Kazumasa Sakai of Japan in the first round on Wednesday.

On the downside, the Indonesian shuttlers in the women's singles failed to progress. Hanna Ramadini, Dinar Dyah Ayustine and Lyanni Alessandra Mainaky were defeated in the openers.

"I was leading in the third and final game, but I couldn't execute well. I didn't play well during critical moments," said Hanna after losing to Lee Jang-mi of South Korea 21-17, 17-21, 25-23.

Praveen Jordan and Melati Daeva Oktaviani in the mixed doubles also failed to advance as they surrendered to Tang Chun Mang and Tse Ying Suet of Hong Kong — the third-seeded pair in the tournament. Praveen and Melati lost 21-16 and 21-12 in 32 minutes.

Interview with English Teacher



The students do Pre-Test







YAYASAN PERGURUAN ALMUNAWWARAH
MADRASAH TSANAWIYAH SWASTA ALMUNAWWARAH
Jl. H. Ok. Abdullah No. 109, Desa Medang, Kec. Medang Deras,

KAB. BATU BARA-SUMUT 21258

AKTE NOTARIS NO. 358 TANGGAL 15 JANUARI 2013

No : MTs.b/16.24/PP.01/297/2020.

Desa Medang, 27 Agustus 2020

Lamp. :

Hal : Pemberian Izin Riset.

Kepada Yth :

Ketua Program Studi Pendidikan Bahasa Inggris

Universitas Islam Negeri Sumatera Utara Medan.

Di -

Tempat.

Dengan Hormat.

Sehubungan dengan surat dari Fakultas Ilmu Tarbiyah Dan Keguruan Universitas Islam Negeri Sumatera Utara Medan, Nomor : B-10802/ITK/ITK.V.3/PP.00.9/09/2020, hal : Izin Riset tertanggal 24 Agustus 2020, maka Kepala MTs. Al Munawwarah - Medang Deras dengan ini menerangkan nama mahasiswa di bawah ini :

Nama	: FEBRI LESTARY
NIM	: 0304163180
Tempat / Tanggal Lahir	: Medan 18 Februari 1998
Fakultas	: Ilmu Tarbiyah Dan Keguruan
Program Studi	: Pendidikan Bahasa Inggris

Benar telah mengadakan penelitian (riset) di MTs. Al Munawwarah - Medang Deras pada tanggal 01 s/d 11 September 2020 guna melengkapi data pada penyusunan Skripsi yang berjudul : "Improving Student's Vocabulary Mastery Through English Newspaper Article At Eight Grade of MTS AL-MUNAWWARAH".

Kepala Madrasah



ABD ZAIID RASYID, S.PdI



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI SUMATERA UTARA MEDAN
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Williem Iskandar Pasar V Medan Estate 20371
Telp. (061) 6615683-6622925 Fax. 6615683

Nomor : B-10802/ITK/ITK.V.3/PP.00.9/09/2020

06 November 2020

Lampiran : -

Hal : Izin Riset

Yth. Bapak/Ibu Kepala MTS AL-MUNAWWARAH

Assalamualaikum Wr. Wb.

Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (S1) bagi Mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan adalah menyusun Skripsi (Karya Ilmiah), kami tugaskan mahasiswa:

Nama : Febri Lestary
NIM : 0304163180
Tempat/Tanggal Lahir : Medan, 18 Februari 1998
Program Studi : Pendidikan Bahasa Inggris
Semester : IX (Sembilan)
Alamat : PAGURAWAN, jln.panglima muda no.32 Kelurahan PKL DODEK
Kecamatan MEDANG DERAS

untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di MTS AL-MUNAWWARAH, guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi yang berjudul:

Improving Student's Vocabulary Mastery Through English Newspaper Article At Eight Grade of MTS AL-MUNAWWARAH

Demikian kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

Medan, 06 November 2020

a.n. DEKAN

Ketua Program Studi Pendidikan
Bahasa Inggris



Digitally Signed

Dr. Sholihatul Hamidah Daulay, S.Ag.
M.Hum

NIP. 197506222003122002

Tembusan:

- Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan

Info : Silahkan scan QRCode diatas dan klik link yang muncul, untuk mengetahui keaslian surat

THE QUESTION AND THE RESULT OF STUDENTS'

PRE-TEST

Name :

Day/Date :

Class :

Time :

Choose the correct answer with crossing (x) a, b, c, or d !

Teks dibawah ini untuk pertanyaan soal nomor 1-6.

Education

Preparing students for their technological future

New technologies, for instance, have been found to boost students' interests. Students show more fondness for learning when materials are presented through new devices than through printed books. Moreover, technologies actively engage students through fun learning by doing through, for instance, games and songs.

It has also been reported that the use of digital devices makes learning a meaningful experience, and because of this students feel motivated to learn more and more, and succeed academically. A sense of teamwork is also reported to develop as students are willing to engage with their peers in problem-solving tasks assigned to them. The willingness to participate has been seen as an indication of students' increased social sensitivity.

Source: The Jakarta Post, Thursday, April 26, 2018, p.16

1. Arti dari kata "*fondness*" pada teks diatas adalah . . .
a. Kegemaran
b. Keinginan
c. Kesukaan
d. kesedihan
2. Kata "*fondness*" memiliki synonym dengan kata . . .
a. Favorite
b. Fun
c. Fire
d. Flavor
3. Arti dari kata "*boost*" pada teks diatas adalah . . .
a. Dorongan
b. Tarikan
c. Gangguan
d. Tekanan
4. Kata "*task*" memiliki makna . . .
a. Kewajiban
b. Tugas
c. Jawaban
d. Keseriusan
5. Kata task "*task*" termasuk jenis kata . . .
a. Adverb
b. Verb
c. Adjective
d. Noun
6. Arti dari kata "*willingness*" adalah . . .
a. Kesenangan
b. Kerelaan
c. Kesukaan
d. kejenuhan

Teks dibawah ini untuk pertanyaan soal nomor 7-9

Floods inundate Cacao Plantation

Palu: Thousands of hectares of cacao plantation were flooded over the weekend after the La'a River burst its bank in Petasia district, Morowali regency, Central Sulawesi, an official says.

Morowali Disaster Mitigation and Control Task Force secretary Darmansyah told *The Jakarta Post* on Monday that besides the Cacao plantations, floodwaters also inundated 526 hectares of rice paddies, 161 hectares of fish farms and 163 hectares of farmland.

"The flooding has engulfed 13 villages in the district. Some 4,682 people from 1,313 families were evacuated," he said.

He added the local administration was still counting total losses caused by the flooding, estimated at billions of rupiahs.

He said the floods had also forced the closure of the three schools in the district. "Hundreds of elementary school students could not study because their schools were inundated by the flooding."

Adopted from The Jakarta Post, Tuesday, March 24, 2009, p.18

7. "Hundreds of elementary school students could not study because their schools were inundated by the flooding." Dikawatini kata yang memiliki synonym dengan "inundate" adalah . . .

- | | |
|-------------|---------------|
| a. Overeat | c. Overweight |
| b. Overhelm | d. Oversleep |

8. Arti dari kata "flooded" adalah . . .

- | | |
|---------------|--------------|
| a. Kebanjiran | c. Kebakaran |
| b. Kedinginan | d. Gempabumi |

9. Kata "flooded" termasuk jenis kata . . .

- | | |
|--------------|-----------|
| a. Verb | c. Adverb |
| b. Adjective | d. Noun |

Teks dibawah ini untuk pertanyaan soal nomor 10-15.

RI aces progress, women's singles defeated at Asian Championship

Mixed double pair and also the favourite Tontowi Ahmad dan Liliyana Natsir as well as Anthony Sinisuka Ginting in the men's singles were among the shuttlers who made it to the second round of the tournament, classified as a Badminton World

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Tontowi and Liliyana, who failed to win a title in the 2018 All England last month, were too strong for Japanese pair Koharu Yonemoto and Yuki Kaneko.

Playing for 35 minute, the first-seeded duo secured the second round ticket after beating the Japanese pair 21-18 and 21-12. "we played quite well in the beginning (of the match), but we seemed to lose focus by end of the first game.

This should be a reminder for us to not easily give chances to our opponents," said Liliyana as quoted by *badmintonindonesia.org*, the official website of the Indonesian Badminton Association.

Adopted from The Jakarta Post, Thursday, April 26, 2018, p.8

10. Kata "**tournament**" pada teks diatas bermakna . . .
 - a. Pertandingan
 - b. Babak
 - c. Unggul
 - d. Lawan
11. Kata "**win**" termasuk jenis kata . . .
 - a. Adverb
 - b. Adjective
 - c. Noun
 - d. Verb
12. Arti dari kata "**title**" berdasarkan teks diatas adalah . . .
 - a. Permainan
 - b. Menang
 - c. Kejuaraan atau gelar
 - d. Pertandingan
13. Kata "**execute**" berdasarkan teks diatas bermakna . . .
 - a. Mencoba
 - b. Melaksanakan atau melakukan
 - c. Menyelamatkan
 - d. Mengalahkan
14. Kata "**execute**" memiliki synonym dengan kata . . .
 - a. Perform
 - b. Work
 - c. Match
 - d. Win
15. Arti dari kata "**opponents**" berdasarkan teks diatas adalah . . .
 - a. Lawan
 - b. Pasangan
 - c. Teman
 - d. Permainan
16. Arti dari kata "**attack**" adalah . . .
 - a. Menghasilkan
 - b. Menyerang
 - c. Mengirim
 - d. Memanggang
17. Kata "**attack**" termasuk kedalam jenis kata . . .
 - a. Verb
 - b. Adjective
 - c. Noun
 - d. Adverb

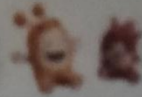
Teks dibawah ini untuk pertanyaan soal nomor 18-20

Disaster 18 Die in Illegal oil Well explosion in Aceh

The fire spread rapidly and destroyed at least five houses, according to the East Aceh Disaster and Evacuation Agency (BPBD). All the victims were residents of RantoPeureulak. A local search and rescue team is containing to search for other possible victims.

Source: The Jakarta Post, Thursday, April 26, 2018, p.2

18. All victims were residents of Ranto Peureulak. Kata "*victims*" dalam kalimat tersebut bermakna . . .
- | | |
|------------|-------------|
| a. Bencana | c. Penduduk |
| b. Korban | d. Penyakit |
19. Arti dari kata "*rescue*" adalah
- | | |
|--------------|------------------|
| a. Menyerbu | c. Menyelamatkan |
| b. Menyerang | d. Mencoba |
20. kata "*disaster*" termasuk jenis kata . . .
- | | |
|-----------|--------------|
| a. Adverb | c. Adjective |
| b. Verb | d. Noun |



Nama : MHD RAMADHAN

Tanggal : 8.08.2020

Materi : Bahasa

Kelas : VIII

Angka : 100 - 100

Score

- | | |
|--------------------|--------------------------|
| 1. C kejuruan | 11. C Noun |
| 2. A favorite | 12. C kejuruan atau guru |
| 3. A defang | 13. B menang |
| 4. B Tugas | 14. A penerjemah |
| 5. D Noun | 15. A lawan lawan |
| 6. B kerelam | 16. B menjerang |
| 7. B Overlain | 17. C Noun |
| 8. A Kebangkitan | 18. B korban |
| 9. D Noun | 19. C menyelamatkan |
| 10. A Perbandingan | 20. A adverb |

